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Important Announcement.

Hereafter THE JOURNAL will be published on the fifteenth day of each school month instead of the first. In effecting this change we will not skip an issue but will put in an extra; therefore subscribers will receive two numbers this month—this one April first, and another April fifteenth.

Wanted—Leaders Who can Lead.

The National Society for the Scientific Study of Education, the successor of the National Herbart Society, held a meeting at Chicago at the time of the meeting of the Department of Superintendence of the N. E. A. The leading topic of discussion was history, but the question whether a course of study should be constructed with a view to the nature of the child or to

the demands of society, came up incidentally. This topic they discussed as gravely and earnestly as if a right or a wrong decision were possible and the disputants were the jury to render the decision.

Some of the speakers made very amusing excursions into by-paths of illustration in support of their contention on one or the other side, yet scarcely a smile was perceptible on the faces of the members, so seriously do they take themselves and the discussions in which they indulge. One speaker told of a mimic Indian battle which he had witnessed from his window, fought between gangs of small boys, who first used arrows with stone points until they found that these inflicted wounds; then they wrapped the points with rags to render them innocuous. The philosophic observer discovered in this a profound pedagogic principle; summarizing the philosophy of the "big Injun" performance, "Here was imagination functioning in the exercise of the motor activities, and, in turn, the experience thus acquired functioned* in an exercise of judgment—the muffling of the points. Had I arranged the game for the boys—that is, made the course according to the demands of society, the boys' parents, who would otherwise stop the game on account of the risk of wounds,—my adult judgment would

*Here is a pointer for the novice: When concocting a speech to be uncorked in the presence of away-up pedagogs, no sort of seasoning will give it a richer philosophic flavor than a frequent mention of motor activities. If a smack of greater profundity is desired, add the word "function" used as a verb—a regular, intransitive verb; to produce an exceptionally fine aroma or bouquet, this verb may be used in the middle voice or reflexively, as, this or that functions itself in so and so.

have run ahead of my imagination and I should have wrapped the points at the outset; but the boys' imagination outran their judgment, and so the course (this game) was determined by the nature of the child." [Profound sensation, but never a smile except from a few Philistines on the back seats].

Another speech was in substance as follows: "Shall we base the course of study on the *demands* of society or on the *needs* of society? If we are not to give these people something higher and better than the demands of society, if we are not to study the needs of these people and give them what is best for them, what are we here for?" To appreciate the humor of the situation and the self complacent assumption of superior wisdom on the part of the member who perpetrated the above, it should be borne in mind that the "these people" to whom he referred were neither Philipinos, Porto Ricans, nor other recent additions to the white man's burden, but were simply the usual constituency of the public schools.

The National Herbart Society apparently exhausted the subjects of "Apperception," "The Doctrine of Interest" and "Culture Epochs"; its successor has struck a vein which opens up inexhaustible possibilities. Here are a few topics similar in their essential character to the one discussed at the recent meeting: Should water be composed of hydrogen or of oxygen? Does the production of wealth depend on the efforts of man or on the resources of nature? In tunneling through a sand hill, which should be made first, the hole or the encasement? Which is the essential part of a gun barrel, the metal or the

hole? Why are the words pincers, tongs, scissors, tweezers, etc., used only in the plural?

It is worthy of note that the course of study has been developed without much reference to the views of the alleged leaders of educational thought; and at their present pace they are not likely soon to take a position of real leadership. Two instances will illustrate this: Manual training won its way into recognition against the apathy of some and the active opposition of others who were the self elected "leaders"; they were able by profound philosophic argument to show that the movement was unpedagogical and out of harmony with correct scientific views of education. Earlier the "leaders" fought hard against the introduction of scientific courses on a par with classic studies.

What we need to-day is leadership that is able to inspire the people, and so have something to lead. The "scholarly" recluse who can tell to a nicety the psychologic causes and consequences of every activity of the child—the universal child, who is made of printer's ink—is the lineal descendant of the monks of the middle ages who delighted in discussing such questions as "How many angels can stand on the point of a needle?" Such a one is a leader only among those of his own set. When a real leader, a man with a message, comes forward, he is dubbed "an apostle to the cranks" until his message works a reform ("functions in reform") and then the pseudo leaders make haste to get on the loaded wagon.

When real educational leaders appear, if they ever do, they will not talk of "these people" and what

"we" should do for them; they will bestow less attention on the apex and more on the base of the pyramid.

The editor of the Journal of Education says:

An educational leader for whom I have high regard, a man who does not think of himself as among the leaders, writes in a personal letter as follows:

The leaders in education are too much occupied in determining the "whereness of the what" to get into the life of patrons, teachers and pupils. What do they know about the real needs, the environments of the schools? They do not touch elbows with the masses. How, then, can they keep step? They do not believe in the masses, and the masses feel they are out of sympathy with them. The gulf grows wider between the home and the school rather than lessens.

Of course this is extreme, but it is a note of warning. It is a reproach upon the program of the N. E. A., that there is rarely any adequate prominence given any of the new movements in which large numbers of progressive teachers are interested, and never any attention to the movements which interest parents and pupils especially. The great Federation movement of Chicago is several years old, and has developed brilliant women leaders, but the N. E. A. seems not to have heard of the movement or of the leaders, though some of the latter are more in demand by teachers and other audiences than the entire demand for at least fifteen of those upon the program at Chicago. There were not five men on that program in whom there was so much interest as there would have been in D. E. McClure, and it will probably be about three years more before any program makers will think of putting him on the program. There was not one man in whom there was half the interest there would have been in William R. George, and yet the chances are that the program makers will never think of him. Why not? Well, that is another question, but it would be a bit wholesome for these leaders to read with care what our correspondent said about the leaders not knowing the real needs, the environments of the schools. It will be a deadly spectacle if the public ever

thinks that educational leaders do not touch elbows with the people, do not keep step with them.

Institute Notes

From Winnipeg, Manitoba, a somewhat longer trip than usual between appointments brought us to Bedford, Pennsylvania, a little city some two hundred years old, in a mountainous county on the Maryland border, verily a land of steady habits, and most of them commendable habits. This was the site of old Fort Bedford, and was near the line of march to Fort Du Quesne and not far from the seat of the "Whiskey War" of 1793. An old stone house is pointed out as Washington's headquarters. An air of quaintness and antiquity pervades the little city.

A Pennsylvania institute is much more than a mere gathering of teachers. It attracts the interest of the community in general, and from many miles around the place of meeting, people other than teachers come to the sessions, and contribute materially to the financial support of the institute by purchasing tickets admitting to the evening lectures. The audiences, therefore, are large. At Bedford, of the 600 to 700 usually in attendance about half were teachers. On school officers' day there were present about 70 directors.

The Pennsylvania institutes are not, as a rule, divided into sections, consequently the instruction is almost exclusively on the lecture plan. Besides the instructors who participated in the exercises each day there were at different times on the program of this institute William Hawley Smith, Senator Dolliver, of Iowa, Congressman Champ Clark, of Missouri, and Supt. N. C. Schaeffer, besides an even-

ing's entertainment by the Wesleyan Quartette. The week's institute cost over \$1,100, a sum which would seem large in many states to expend on a four-day session, but this is nothing unusual in Pennsylvania, many counties spending considerably larger sums.

At Cumberland, Maryland, we found an unusually cordial and responsive company of teachers. Their sessions were held in a tastefully decorated hall. Day sessions only were held. One peculiarity here was the plan of assigning the afternoon program on different days to the management of the various local teachers' associations throughout the country. Although as a rule, the Maryland teachers are laboring under the handicap of low wages, yet they show a highly commendable professional enthusiasm in their institute work.

Francis Wayland Parker.

At the recent meeting of the Department of Superintendence of the N. E. A., held in Chicago, Col. F. W. Parker was announced on the program as one of the principal speakers, but failing health had taken him south, and for the first time in many years he was absent from the meeting. A few days later, came the news of his death.

A member of one of Col. Parker's earliest class of graduates, intelligently sympathetic with the aims to which his life work was devoted, writes of him as follows:

In the death of Francis Wayland Parker the cause of educational reform in this country loses its most picturesque propagandist. To a rare degree this idolized champion of child-

hood combined the uncompromising aggressiveness of a born fighter with the emotional persuasiveness of a seer. He was an iconoclast of formalism and a worshipper of freedom. All rule and rote, the mechanized pedantry of scholasticism, were no more abhorrent to Colonel Parker than the love of conventional order and of traditional learning. His incessant, clamorous, unyielding demand was for freedom; freedom of the teacher from "regulation," and of the pupil from "discipline"—using these terms in their accepted pedagogic sense. In this regard it has been claimed that Colonel Parker lacked perspective and proportion. His methods were revolutionary rather than evolutionary. He also lacked constructive and, even more, executive capacity. As a destructive critic, as an emotional propagandist, his peer has perhaps never been known in educational history.

But little short of two years ago Colonel Parker reached the zenith of public and professional appreciation, when the occasion of the twenty-fifth anniversary of his election as superintendent of schools in Quincy, Mass., was celebrated in the old presidential town by as rare a gathering of progressive educators as ever gathered to honor a teacher, and all signs then seemed to point to at least a decade of fruitful activity in the practical demonstration of the colonel's theories, doctrines and method. But it soon became apparent to those having most intimate and sympathetic insight into their master's character that he was beginning to lose his grasp of affairs and his grip of himself. At first the decline seemed merely physical, but since the beginning of the present school year evidences of mental decadence became more and more painfully evident. Death came in timely mercy.

Francis Wayland Parker would not have us mourn him. But those who came under his inspiring, his vitalizing influence, must. We shall not go amiss in anticipating that his memory will be enshrined with that other devoted dreamer and yearning lover of childhood—Friederich Froebel.

The Institute.

S. Y. GILLAN, CONDUCTOR.

How Many Continents are There?*

The usual answers to this question are two, three, five, six; and all these answers are correct. It is interesting to note what the various notions of a continent are, which lead to such a variety of answers.

"A continent is a very large land mass." This definition, with considerable emphasis on the word *large*, gives us two continents, the Eastern and the Western, and leaves Australia to be classed with the islands. But, remembering that *large* is only a relative term, we may use the same definition so as to include Australia, and thus have three continents.

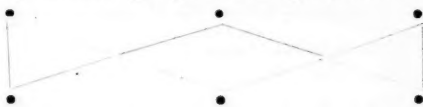
"A continent is a large basin-like land mass, having mountains near the outer edges." This definition makes a continent differ from an island, not only in size, but also in structure; it recognizes as distinct structural units the two Americas and Africa, although each is attached to another land mass by a slender neck. Under this definition we get five continents, Eurasia, Africa, North America, South America, Australia.

Although the separation of Europe as a land mass from Asia is not very clearly marked, yet some eminent geographers, among them Guyot, prefer to regard them as two, because of the striking differences in their structure. Probably the fact that a difference of name leads the mind to assume a difference in the things named, also the historic antagonism between the people of Europe and

Asia may have biased the geographers. Yet those who enumerate six continents are in respectable company.

Here is an interesting point worth noting: Each continent has an interior basin, that is, a region which is not drained into the ocean. In going around North America by the Tracing and Sketching method, ascending all the rivers, there was one considerable area, which we did not reach—the great Salt Lake Basin. We shall find a similar area of greater or less extent in each continent.

Here is a convenient way to remember the continents in the order of their size. Make three dots, one for each of the northern continents—North America, Europe and Asia, and three for the southern continents—South America, Africa and Australia. Connect the dots by lines making a symmetrical figure, thus:



Begin at either right-hand point and follow the line.

SOUTH AMERICA.

This may be called "The Continent of Threes."

1. It is three-cornered. Name and locate the corners.
2. It is bounded by three bodies of water. Name them.
3. There are three mountain systems. What and where are they?
4. Three great rivers. Name them and state in what direction they flow.
5. Three great plains, Llanos, Selvas and Pampas.

The most striking feature of the structure of South America is the one-sided arrangement of its mountains. The continuous, unbroken wall of the Andes arrests attention at once on looking at the map; situated as it is on the extreme western edge, this mountain wall profoundly affects the climate and rainfall. Note the deserts of Atacama. Take any school text on physical geography, and study the winds of this region until you can

*From Tracing and Sketching Lessons in Geography, by S. Y. Gillan.

clearly account for the great rainfall east of the Andes, and for the desert in northern Chili.

The characteristics of the three great plains are worthy of note. The Llanos [Orinoco basin) are the level-est part of the world, being almost as level for hundreds of miles as the surface of still water. In the dry season this plain is a desert. When the rain comes vegetation grows rapidly; alligators and turtles, which had burrowed beneath the ground during the summer now crawl out; wild cattle return from the adjoining hilly country, whither they had emigrated when the streams and the grass dried up, and they now find abundant pasturage on these great plains.

The Selvas (Amazon basin) are more densely wooded than any other part of the earth of equal extent, and abound in birds of brilliant plumage and in reptiles. The large trees are interlaced with vines, and the underbrush is so dense as to make the forest almost impenetrable.

The Pampas (La Plata basin) somewhat resemble the prairies of North America, and are regarded by some explorers as the most fertile part of the world; although they have not yet been utilized for farming so much as for grazing, yet Argentina is now one of the great wheat producing countries, and exports about half as much wheat as the United States.

Although the Brazilian Andes and the Highlands of Guiana are small in comparison to the Andes, yet they rank about equally important with the Alleghanies of North America.

Lake Titicaca is noted for its great elevation. Its surface is nearly twice

as high as the highest peak of the Alleghanies. It is about one half larger than Great Salt Lake, and its depth is unknown. The water of this lake is fresh or only slightly brackish, although it has no visible outlet to the ocean. The interior basin in which Lake Titicaca is situated is much smaller and higher than the corresponding region in North America.

In South America there are ten republics and three colonies; two of the republics have no seacoast.

Of South American cities, two are larger than St. Louis, four are larger than Milwaukee, and ten are larger than Denver. Venezuela would make ten states, and Argentina twenty as large as Wisconsin or Iowa.

Find a South American island whose shores are not washed by salt water, and which is about as large as Massachusetts.

TEN LARGEST CITIES OF SOUTH AMERICA.

Buenos Ayres,	}	Larger than St. Louis.
Rio Janeiro.		
Santiago,	}	Larger than Milwaukee.
Bahia,		
Montevideo,	}	Larger than Denver.
Pernambuco,		
Valparaiso,		
Rosario,		
Bogota,		
Lima.		

Interesting Facts from the Census.

In October last, the final summing up of the population statistics was published by the U. S. Census Bureau, from which the following are taken:

Number of males.....	39,059,242
Number of females.....	37,244,145
Total of population.....	76,303,387
Native born.....	65,843,302
Foreign born.....	10,460,085
Indians.....	266,760
Japanese.....	85,996
Chinese.....	119,050
Negroes.....	8,840,789
Decrease of Chinese.....	7,728
Increase of Japanese.....	71,587
Increase of Negroes.....	1,409,093
Total increase.....	13,322,631

Easy Lessons in Science.*

BY PROF. C. P. SINNOTT, STATE NORMAL SCHOOL,
BRIDGEWATER, MASSACHUSETTS.

THE ATMOSPHERE. (Continued).

V. *Some of the Sources of Carbonic Acid Gas in the Atmosphere.* From the previous experiments it has been seen that carbonic acid gas is given off in the breath. To show clearly the character of the air which has been breathed over, make the following experiment: Provide yourself with a large dish pan, two two-quart and one one-quart Mason fruit jars, six ordinary tumblers of the same height, and two pieces of rubber tubing about two feet long. Fill the pan with water, and into it put the six tumblers allowing them to rest first upon their sides on the bottom of the pan so as to become full of water, then turn them over and let them stand in an inverted position upon the bottom of the pan. Arrange them in a circular row with their edges touching. Fill one of the jars from the pan, place a piece of paper over the top, invert and plunge the mouth below the surface of the water. Hold the jar in a vertical position and lift it so that the mouth will come a little above the level of the tumblers, but not above the level of the water. Carry the jar over the tumblers and rest the mouth upon two of them which are adjacent, as shown in Fig. 2. The water in the jar will now stand above the level of the water in the pan and will remain so as long as the mouth of the jar is beneath the water. Fill and support the other jars in the same way. Un-

less a large pan is used there will not be water enough for all the jars. Push one end of the rubber tubing beneath the water up into the mouth of the jar for a few inches. (Fig. 11). Have some one take a full breath and exhale through the tube. The water will be rapidly driven from the jar. When it is all out and while the person is still exhaling, quickly withdraw the tube and plunge into the mouth of the next jar. If that is filled also, repeat in the same way for the next. The amount of water thus driven out

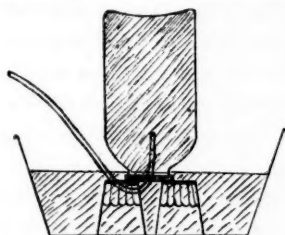


Fig. 11.

will give quite accurately the lung capacity of the individual exhaling. The calculation of the number of cubic inches of air in the jars will make a practical problem for the arithmetic class. The exercise which comes from such deep breathing will be excellent for the lungs.

Cover the mouth of one of the jars with a piece of stiff paper, invert, remove from the pan and place upon the table. Do the same for the other jars, keeping definitely in mind the order in which they were filled with the gas. Mount the little candle on a wire, light and lower into the first jar. It will be extinguished. Try the second and third jars in the same way. In each the candle goes out but most quickly in the last jar filled. The reason for this will be apparent upon a little thought. The air has

*Began in December.

been robbed of its oxygen and carbonic acid gas has been added. The air last exhaled comes from the lowest part of the lungs where it is less frequently changed and therefore most vitiated by the impurities of the body. Most people breathe too much with the upper part of their lungs and not enough with the lower. An occasional change of the air in the deeper portions of the lungs is very necessary, and such deep breathing ought to be frequently practiced, especially when out in the clear, pure air. This is one reason why physical exercise is of value to the system.

A little lime water may be added to either of the jars and shaken when it will quickly become milky. Such air is not fit to breathe over again, hence the importance of good ventilation.

The air from the lungs of any animal is similar to this. We must therefore conclude that the *respiration of animals* furnishes a considerable portion of the carbonic acid in the atmosphere.

We have also seen that this gas is one of the products of *combustion*. Every fire that burns is producing carbonic acid gas in large quantities. Combustion is simply rapid oxidation. Decay is the same as combustion only not so rapid. This process is constantly going on about us and it will be interesting to see if the carbonic acid is actually given off as in combustion.

Into a half pint bottle lightly fit a cork and pass through it a piece of glass tubing bent in the shape of the letter U. See that this passes tightly through the cork. Partly fill the bottle with some decaying substance. Finely grated apple left in a warm

place will answer very well. Half fill a test tube or another bottle with lime water, pass the free end of the U tube into it and set the whole away in some warm place. As the decay progresses the lime water will become milky, thus showing *decay* to be another source of supply of the carbonic acid gas of the atmosphere.

The following experiment will prove interesting and instructive in this connection: into a long necked flask, or some other vessel that will stand heat, tightly fit a cork and pass through it, as in the previous experiment, a U shaped tube. Let the free end extend into a test tube of lime water. (Fig. 12). Into the flask, if it holds about half a pint, put three tablespoonfuls of molasses and half



Fig. 12.

fill with water, adding a piece of yeast as large as the end of the finger. It might be well to mix the yeast with water before adding. Set the whole away in a warm place and allow to stand for twenty-four hours. Fermentation will begin soon and at the end of twenty-four hours the lime water will be milky, thus indicating that carbonic acid has been given off. Fermentation is really a *species of decay* and is caused by the growth of yeast plants which change the sugar into carbonic acid gas and alcohol. The gas comes off and the alcohol is left in solution. This same process takes place when sweet cider turns to hard and when the gas is escaping we say the cider is "working."

Words Used Frequently, Which Should not be Used, or Overworked Words.*

A teacher who had grown weary in correcting compositions, fell asleep one evening over her work. From her slumber she was aroused by voices that sounded as if they came to her ears over the telephone. As she listened attentively to what was said she noticed that the voices came from a pile of composition papers, and looking more intently at them she saw a number of little beings like brownies sitting on the papers and telling each other their wrongs.

"The children are not entirely to blame for misusing us," said the first speaker. "They do as the big people, their fathers and mothers, and even sometimes as their teachers do or used to do before they began to teach the children language."

"But their fathers and mothers may not have been taught how to use us, and these children have," said one little fellow plaintively. "Now my name is OF, and though I am not very big, I object to being the most overworked word in the dictionary. People say that they 'consider of' and 'approve of' and 'accept of' and 'admit of' all sorts of things. Then they say 'all of us' and 'both of them' and 'first of them,' and they tell about looking 'out of the window' or 'cutting a piece of bread off of the loaf'."

"Pshaw," said the word UP, "I am no bigger than you, and I do twice as much work. People 'wake up' in the morning, and 'shake up' the bed and 'wash up' and 'dress up' and 'draw up' to the table and 'eat up' and 'drink up' their

breakfast. Then they 'jump up' from the table and 'hurry up' to 'go up' to the corner where the street car driver 'pulls up' and the passengers 'ascend up' the steps and 'go up' into the front seats, and the conductors 'take up' the fares. All that is done before the people get 'up town' and 'take up' their day's work. From that time until they 'put up' their books and 'shut up' their offices I do more work than any two other words in the book, and even after business hours I am worked until people 'lock up' their houses and 'go up' to bed and 'cover themselves up' and 'shut up' their eyes for the night. All this is not half what I have to 'put up' with, and I am a good deal 'worked up' over it.

"I do a great deal of needless work," said BUT. People say that they have no doubt 'but that' it will rain, and that they shouldn't wonder 'but that' it would snow."

"What I complain of," said the word AS, "is that I am forced to associate so much with the word EQUALLY. Only yesterday a man said he could see 'equally as' well as another man. I don't see what business 'Equally' has in that sentence."

"We, too, ought to be granted a divorce," said a clamor of many voices; among those could be distinguished those of these couples: *cover over, enter in, from thence, go fetch, have not, latter end, continue on, converse together, new beginner, old veteran, return back, rise up, sink down, they both, try and, more perfect, seldom ever, almost never, feel badly, united together, over again, repeat again, later on*, and others.

When all was quiet again the word

*From Training in English, by W. E. Anderson.

REST said, "It is worse to be cut out of your own work. I am ready to perform my work in the speech of the day, but almost everybody passes me and employs my awkward friend 'Balance'. It is the most common thing in the world to hear people say they will pay the 'balance' of the debt or will sleep the 'balance' of the night."

"I should like to protest," said AMONG, "against BETWEEN doing my work. The idea of a man saying that he divided an orange 'between' his three children!"

"It is no worse," said FEWER, "than to have people say that there were 'less' men in one army than in another."

"No," added MORE THAN, "and no worse than to have them say that there were 'over' 100,000 men."

"My friend LIABLE is doing nearly all my work," said LIKELY. "People say a man is 'liable' to be sick or 'liable' to be out of town, when the question of liability does not enter the matter at all."

"That fellow SUCH is doing all my work," said SO. "People say that there was never 'such' a glorious country as this, when they mean of course, that there was never so glorious a country elsewhere."

"I heard someone say," said VERY, "that she was awfully glad that it was going to be vacation, and she was a teach—" Just at this point in the discussion a slight breeze toppled the uppermost composition upon the desk, and when the teacher had replaced it, the convention had adjourned.—Adapted from "Language that Needs a Rest," by Willis Brooks Haskins.

Review Questions.

A little pamphlet published by Supt. Louis Baer, of Madison, Illinois, gives several hundred well selected questions designed for review tests in the various common school studies. In preparing such sets of questions most examiners make the mistake of giving questions that are too difficult, but Mr. Baer shows good judgment in this, and does not discourage the pupil by unreasonable demands. The following are from his Seventh Year Questions:

ORTHOGRAPHY.

(1) Write the following words so as to indicate their correct pronunciation: absolve, acclimated, adept, acoustics, adhesion, adverse, aeriform, aeronaut, alibi, alternate, analogous, annihilate, apropos, archangel, aroma, audacious, balm, bequeath, biology, buoy.

(2) Write ten words containing vene (to come).

(3) Write a list of words in which a change in accent will make a change in meaning.

(4) Mark diacritically: burlesque, cabal, caldron, caprice, carmine, carotid, cavil, chaotic, chasten, chastisement, chattel, cherubim, chimera, chlorine, chyle, cinchona, clangor, codicil, codify.

(5) (a) Write five words each having a different prefix. (b) Five each having a different suffix.

(6) Spell the following words:

declension,	diacritical,	Chesapeake,
irregular,	primitive,	emancipation,
specific,	hyphen,	defensive,
analysis,	monosyllable,	assassination,
analyze,	submission,	acquittal,
classification,	lieutenant,	centennial,
substantive,	attorney,	Pyrenees,
separate,	appellate,	Belgium,
specifically,	physics,	Apennines,
expansion,	philosophy,	Dardanelles,
brevity,	evaporate,	Mediterranean,
grammatical,	experiments,	technical,
citizenship,	pressure,	ordinance,
beginning,	thermometer,	sovereign,
government,	Fahrenheit,	subordinate,
constitution,	centigrade,	anticipation,
executive,	polysyllable,	coercion,
vacancies,	constituency,	Shenandoah,
patriotism,	terminal,	effectually,

HISTORY.

(1) Name four defects of the Articles of Confederation.

(2) Louisiana Purchase: Cost? Date? Extent? From what country? Why were the United States anxious to buy it? Why was France anxious to sell it?

(3) What were the alien and sedition laws? How were they received by the people? Give meaning of alien. Of sedition.

(4) What caused the decline of the Federalist Party?

(5) What was the cause of the War of 1812?

(6) What was the American doctrine of citizenship? The English?

- (7) Tell about the Hartford convention.
 (8) Erie canal: When begun? When finished? How and by whom paid for? How long is the canal? Why was it built? Who was at the head of the enterprise? Results?
 (9) Texas: What is Texas sometimes called? When did it become an independent Republic? Why was the admission of Texas bitterly opposed by some people? When annexed?
 (10) Name the provisions of the Compromise of 1850. Was it a compromise? Explain. By what other name is it known?
 (11) Give cause of war with Mexico. Date.
 (12) (a) Name five noted Union generals.
 (b) Five noted Confederate generals.
 (13) Describe the Trent Affair.
 (14) Tell about the "blockade runners."
 (15) Locate: Pittsburg Landing, Ft. Donelson, Corinth, Gettysburg, Bull Run, Ball's Bluff, Antietam.
 (16) Tell briefly about each of the following? Maximilian, Atlantic Cable, Pacific Railroad, Chicago Fire, Centennial Exhibition, Electoral Commission.

GEOGRAPHY.

- (1) Name the principal bodies of water that touch Europe.
 (2) What and where is Sicily?
 (3) What bodies of water are connected and what portions of land are separated by each of the following straits? Dover? Gibraltar? Dardenelles?
 (4) What country of Europe is destitute of mines and forests?
 (5) What and where is Skager Rack? Zuyder Zee? Black Forest? Warsaw? Frankfort? Buda-Pesth? Carpathian, Baltic? Caucasus?
 (6) What is the chief ruler of Russia called? Of Germany? Of Turkey? Of Switzerland?
 (7) Name the republics of Europe. The empires. The kingdoms.
 (8) Name the bodies of water on which you would sail going from Suez to Bombay.
 (9) What and where is Smyrna? Baikal? Euphrates? Okhotsk? Calcutta? Cambodia? Tigris?
 (10) Compare the climate of Northern Siberia with that of southern India, giving principal causes of difference.
 (11) How does Australia compare in size with Europe? With the U. S.? When discovered?
 (12) Where and what is Tasmania? Melbourne? Cape Colony? Batavia? Murray? Darling?

GRAMMAR.

- (1) Give the principal parts of: sing, eat, see, took, given.
 (2) Write five verbs whose principal parts are all alike.
 (3) What is a regular verb? An irregular verb? Write five of each.
 (4) What is a transitive verb? An intransitive verb? Write a sentence to illustrate each.
 (5) Use the possessive singular and the possessive plural of each of the following words in sentences: boy, lady, buffalo, mouse, sheep.
 (6) In what must a pronoun agree with its antecedent?
 (7) Name the relative pronouns. The interrogative pronouns.

- (8) How are sentences classified as to use? Give an example of each.

(9) Write two sentences each containing a noun in the objective case by apposition.

(10) (a) Write a sentence whose objective modifier is a word. (b) A phrase. (c) A clause.

(11) (a) Write a sentence having for its subject a word. (b) A phrase. (c) A clause.

(12) Use the principal parts of the following verbs in sentences: choose, draw, freeze, give, grow.

(13) Contract into simple sentences: (a) I notified him that the machine had arrived. (b) Have you heard how the trial resulted?

(14) Write a sentence containing an interrogative pronoun in the objective case. One containing a relative pronoun in the nominative case.

(15) Give the case of each noun in the following sentences: We saw Johnson, the surgeon. They wanted John to become a mason. She gave the boy an apple.

(16) Name five words that may be used as more than one part of speech. Illustrate.

Applying for a Position.

S. Y. G.

The season is at hand when many teachers are interested in the query: What about next year? The following is intended primarily to benefit the young teacher about to apply for a place, and yet we have known many whose years would indicate maturity who need the advice here offered as much as do the younger candidates.

When you apply for a vacancy, state briefly in a carefully written letter your age, where you were educated, how long you have taught and in what kind of schools, and any other facts which you think likely to have influence in securing the position. It is wise to enclose a *photograph*, copies of two or three of your *best testimonials*, to give names of references, preferably of school officers, and also in special instances to ask one or two of your most influential friends to write personal letters in your interest. The latter usually have greater effect than formal recommendations.

Do not incur the expense of personal application, unless it should be

small. It is well, however, to state in your application that you will call on the board in person should your application be regarded with favor.

Make your letters brief and to the point—thoroughly business-like. Be sure that the matter of the letter is properly arranged, paragraphed, punctuated and capitalized. Write legibly and neatly, but in your natural handwriting. If you send a type-written letter, sign your name with a pen. Enclose a postage stamp if a reply is expected. Never send printed or mimeographed copies of testimonials; they always create the impression that the sender is an adventurer engaged in making applications at random over a wide field.

Present your claims clearly and fully, and aim first to interest the employer in your case; reserve inquiries for a subsequent letter. The letter of application is the evidence on which a candidate is first judged.

When the interview is personal it is more difficult to make suggestions, as one's individuality plays so prominent a part; but a few points are always in order. Be natural. Be direct and business-like. Make no effort to "show off." Do not be too modest, and if you value your chance of success—avoid also the other extreme. In dealing with the question of salary, be courteous but definite. If you feel that the salary offered is not sufficient, refuse it quietly and courteously and leave the party with whom you are negotiating to *infer* that your services are worth more. You may come in contact with people who do not treat you courteously or even civilly. Keep your temper under all circumstances, and set them a good example.

A Waterloo for Slant Writing.

The most obstinate conservatives in opposing the reform in penmanship which has been accomplished during the past decade are the special teachers of that branch. A moment's reflection will make it plain why this is so. It is not surprising that the business colleges should as a rule oppose the vertical script, for the business college is the field in which the specialist "flourishes." Naturally every reform movement is succeeded by a reaction; in a few cases this reaction has been strong enough to cause a return to the slant system or some compromise or "semi-slant." But wherever the vertical has been fairly tested, its superiority has been established. A few teachers who were not young and flexible enough to adjust themselves to the change, or who were not wise enough to read "the handwriting on the wall," kept croaking about the lack of beauty in vertical writing; but, as that is a matter of taste merely, and an argument which had little weight with business men, their objections had little force. Vertical writing is of necessity slow, we are told; and this was repeated by the specialists and some publishers until many believed it. But the fallacy was recently exposed in a dramatic manner, and slant writing received a severe blow, even in the very house of its friends, from which it will not recover.

A few weeks ago a meeting of the Federation of Commercial Colleges was held in St. Louis, and this subject was prominent on the program. An interesting episode which occurred at that meeting is thus described by Mr. Winship:

I have been of that large number of

educational people who without any prejudice against it, assumed, and was convinced by the assumption, that it was slow; that speed was sacrificed to legibility. It was easily accounted for on the ground that children who had learned the slant and had written it from three to six years, and teachers who had written it from ten to twenty years, must necessarily write a new hand with great deliberation; but accounting for it did not remove the objection to the slowness of the vertical, and it was a serious objection in my mind.

I had been in to the meeting to hear vertical penmanship denounced, and had heard it said with emphasis that the lack of speed was the chief objection to it. Then I went over to the typewriting enthusiasts, shorthand leaders, bookkeeping magnates, and returned to the first room in search of the secretary of the Federation, when behold here was the one great event of the five days in popular interest.

R. K. Row, Fellow in education in the University of Chicago, had been invited to read a paper on "Speed in Vertical writing," but instead of a paper Mr. Row was giving a practical demonstration of what children trained in vertical can do. Seventeen children from the seventh and eighth grades of the Crow public school, St. Louis, were brought into the convention. After a few minutes' practice upon the sentence, "Our acts our little angels are," they were given two one-minute trials. In the second test the average for the class was nearly 148 letters per minute, the fastest writing 175, and the slowest 107 in the minute.

The conditions were not favorable. The children had had no special training. They were placed at flat tables suitable for adults; they were in the midst of a crowd of critical experts, who walked and talked among them; Mr. Row, who was a stranger to the children, had not seen them write before, and the sentence was unfamiliar to all.

Among those who witnessed the test were about fifty professional slant writers, many of whom had repeatedly condemned vertical writing

as necessarily slow. They were twice invited to take the test in competition with the children. It is significant that none accepted the invitation.

This test prepared the company for Mr. Row's explanation of a series of charts which he hung upon the walls, and it is impossible to make clear the general effect of the test without giving the substance of these charts, the validity of which no one questioned.

At the annual meeting of the same association in Chicago two years before, seventeen of the most expert professional slant writers in the country had taken a similar test. Their average rate was 108 letters per minute; the fastest writing 144 and the slowest 50 letters in the minute.

Mr. Row then hung up two charts, one showing the result of all the reliable tests in slant writing he had been able to get; the other the results of tests in public schools using vertical writing.

Summary of results in one-minute tests in slant writing:—

Persons tested.	No. of persons	Average No. of letters.	Highest No. of letters.
Business College.....	38	95	132
" "	78	105	155
" "	28	101	156
High Sch'l Com. Class	15	107	130
Professional Penmen..	6	105	132
" "	17	108	144

Summary of results in one-minute tests in vertical writing with whole classes of public school children:—

City	Grade.	Average No. of letters.	Highest No. of letters.
Omaha, Neb	8th	106	144
Saginaw, Mich..	6th	114	200
Bucyrus, Ohio...	8th	116	150
Tiffin, O.....	6th	116	198
Dayton, O.....	6th	118	157
Des Moines, Ia..	6th	119	196
Lockport, N. Y..	8th	122	170
Polo, Ill.....	8th	127	172
Berea, O.....	7th	133	184
Ypsilanti, Mich.	8th	133	203
Keokuk, Ia.....	5th	141	245
Springfield, O...	8th	143	200
St. Louis, Mo...	7th & 8th	148	175
Kingston, Can..	7th	150	207
Austin, Minn....	5th & 6th	164	240

Average for 182 slant writers, nearly all adults, 103 letters per minute.

Average for about 600 public school

children in fifteen different cities, trained during from two to five years in vertical writing, 130 letters per minute.

The conditions of the tests were essentially the same in all cases. A short sentence was prescribed, from five to ten minutes' practice was allowed, then two one-minute trials were given and the result of the best trial taken.

The Robin.

BY BESSIE L. PUTNAM.

One of the first promises of returning spring is the cheery note of this familiar bird; and from the time the first furrow is plowed until the last days of autumn it wages an eternal war against insects in its normal pursuit of food. Its favorite haunts are plowed fields and meadows, where it finds in abundance the beetles and larvae upon which it and its young thrive.

It is widely distributed over the American continent, being found westward to the Rockies and also in the extreme North, even wintering sometimes as far north as Canada. These northern winter residents, however, are regarded by ornithologists as individuals which have summered in the Arctic lands.

The robin is one of the largest of our song birds, closely related to the thrush. Its general appearance is well known, the male being easily distinguished early in the season by its garb of more intense hues; the breasts of the young birds are densely covered with black spots.

The nest is a clumsily built affair, thoroughly plastered with mud, and built usually in the lower branches of a tree. The blue eggs are four or five in number, and two broods are

hatched in a season. It has been said that the male is non-attentive during the period of incubation, being a sort of clubman who resorts to a general roosting place with the others of his kind in the vicinity. Credit must be given, however, for taking the first brood with him if the second nestful of eggs is being guarded by the mother. Specialists still further defend him by affirming that these nocturnal trips are not taken until late in the evening, after the last meal has been provided; and that the return is in the wee small hours. The writer has repeatedly seen a devoted male perched in a tree almost o'ershadowing the one concealing his sitting mate, and this until so late that his form was no longer visible. The charge of fickleness or inattention seems poorly grounded.

The robin has been repeatedly charged with being an enemy to the fruit grower, its well known appetite for cherries and berries being duly satiated. Recent investigations prove that by its destruction of insects it has many times earned all the tithes appropriated. And when the farmer learns to plant enough cherries and berries for both himself and the birds, entire harmony will prevail.

Grasshoppers, caterpillars, angle-worms, beetles, cut-worms, and army worms are included in the common bill of fare; while dog-wood, choke-berry, black cherry, alder-berry, poke-berry, black haw, and the many other wild berries leave room for but a limited supplement of the cultivated fruit. The proportion of insect food may be approximated by recalling the experience of Prof. Treadwell, who kept some of the birds in captiv-

ity, and made the startling discovery that they consumed sixty-eight earth-worms daily, "each bird ate forty-one per cent more than its own weight in twelve hours! The length of these worms, if laid end to end, would be about fourteen feet. A man, at this rate, would eat about seventy pounds of flesh a day, and drink five or six gallons of water."

How many notes of the robin can you recognize? Make a note of every act beneficial and otherwise that you see it do this season, and balance accounts in the autumn.

Suggestions on Bird Study.

ADOLPH F. MEYER, MADISON, WIS.

The following plan for the study of birds in a "twenty-four-recitations-a-day" village school has been used by the writer for three years with gratifying results. The work centered around a chart on the residence and migration of birds. The following illustrates the nature of this chart:

Date, 1900,	Sept. 17	20	25
Weather	clear	cloudy	clear
Temperature	62°	64°	65°
Wind	L. N. E.		B. W.
	Nights	Few	Song
	chilly	Birds	Season
Remarks	Barred	Seen	well
	Owl		begun
	hooted		
Long Sparrow	C. cs.	S. cs.	A. cs.
Vesper Sparrow	A. cs.	F. C. cs	C. cs.
	s.		s.
Meadow Lark	S. cs.	1.	C. cs.

Abbreviations:

L=light
B=brisk
H=high
C=common
F C=Fairly common
A=abundant
S=several
s=in song
cs=calls

At first the number of birds on the list was necessarily small, but at the close of the third year it had increased to sixty-eight. Some of the children

could identify upwards of fifty species.

The temperature was taken and recorded by the boys during the noon hour. The other data were filled in immediately after intermission. I took this period because during the spring and fall the children worked themselves into a state of excitement and fatigue on the playground during the noon hour that made them entirely unfit for hard work. Bird study was a pleasure to them and they gladly gave their attention to the chart and quieted down. During the migrations, when new birds arrived daily, we recorded the data every noon, but after the brooding season for the common summer residents began we left their columns blank and recorded only the new comers. During the winter we entered once a week what data our combined efforts could collect. The remaining four periods were spent in talks on the notes and descriptions of birds; how other animals spend the winter, and the like. Those children who had something "extra good" to tell were allowed to rise, face the class and say it. They took great pride in this, and kept a keen eye on everything around them for interesting points.

Whenever I noticed a bird, other than a very common one, alight in an exposed position in the school yard, I let the whole school go stealthily to the windows and look, while I questioned them on the characteristic marks of the bird. Not once did disorder result, for they well knew that this was a privilege not to be jeopardized by misconduct.

During the spring we put up bird houses, nesting material in a rack,

and a bathing pan, and had the good fortune to see a blue-bird start to build in one of the boxes and a phoebe rear a family of five right above the entry door.

Nowhere have I met with more satisfactory results than in this first attempt at bird-study and I am enthusiastic in requesting those teachers who have not already done so, to give bird study a trial, beginning this month.

Another Outline.

(A la "lesson plan.")

I. Aim, to examine into recitations.

II. What is to be known and done:

(1) That a recitation cannot be profitably conducted until the teacher and pupils have learned the lesson.

(2) That a deal of time is squandered if the teacher and pupils are not assigned definite things to do.

(3) That time is also wasted through the "look it up" fad.

(4) That a recitation should be preceded by appetite and followed by digestion.

(5) That if a lesson is not prepared one or more of the following must be the cause:

- a. The assignment was not definite.
- b. The assignment was beyond the power of the pupil.
- c. The pupil did not have the necessary books.
- d. Previous demands upon pupils had been neglected, and the failure to prepare was habitual.
- e. Pupils are not as a practice individually held responsible for what is given them to do.
- f. The teacher is a "talky-talkie" machine.
- g. The one who fails to prepare fares as well as he who has been diligent in preparation.
- h. The attention is pushed not drawn.

(6) That unless the teacher sees the end from the beginning, the work from day to day will be fragmentary.

(7) That the residual of each recitation should be used as a spark to electrify the next one.

III. What of II is not known? That depends.

IV. What of II remains to be learned or done? All that is not known and practiced.

W. E. MORRISON.

Menomonic, Wis.

A Talk to High School Pupils.

[At the dedication of the West Roxbury high school building, President Eliot, of Harvard, made the following brief address to the pupils, which may be read with profit by high school pupils everywhere. The more one knows, the more one simplifies. President Eliot's utterances are always noteworthy examples of clear, simple and concise English.]

I may be excused, perhaps, if I address what I have to say chiefly to the pupils of this school. I want to congratulate them in the first place on coming into possession of such a beautiful building as this building, with choice of studies—one of the great new privileges of American youth. I want to congratulate you also that this school is situated just where it is, near the Franklin Park and the Arnold Arboretum. Why do I count that considerable for you? Simply because I always feel that the acquisition of a love for nature, the acquisition of some thorough knowledge of some little bit or department of natural science, is one of the most desirable acquisitions for a human being in youth, and you have a vastly better opportunity for such acquisitions than pupils of most Boston schools. I trust that this school provides you with guides to such acquisitions. It can provide you with nothing better fitted to make your after life happy.

But I remember that almost all the pupils of this school are going to stop their school life at an early age, perhaps at seventeen, or eighteen, or nineteen. That seems early to me, who am used to seeing young men

pursuing what we call education until they are twenty-two or twenty-six years old, pursuing what we call education long after the period of the public high school. Now, can that be satisfactory—an education which stops at eighteen? Is not this a great denial of privilege to be forced to stop at eighteen and go out into the world to earn a livelihood? Can an education with such limits be anything but tantalizing? Can it lead to a life of enjoyment and full of power? That must be an interesting question, I think, for you pupils of this high school, for all pupils in high schools. You see a few of your mates going on to a prolonged education denied to the great majority of them. That is an inquiry which prompts a further inquiry.

What is the real test of the satisfactoriness of any education? I see in my own profession a considerable proportion of men who have been under what we call education till they are twenty-four or twenty-five years old, of whom I should say that their education at any rate had been profoundly unsatisfactory. Why must that judgment be pronounced? Because they cease to grow mentally, intellectually, too early. The continuance of growth seems to me to be the real test of the results of any education, short or long—the continuance of the growth of the individual. You know that you have been growing pretty fast lately in your bodies, but that growth is coming to an end. By the time you are twenty-five years old, or thirty at the latest, you will have attained the maximum growth and strength of your bodies. Now, if your minds have that same experi-

ence, if your souls have that experience, your education will not have been satisfactory, no matter when it ended. The test of the satisfactoriness of an education is the growth afterwards through life, and life itself should be the best part of our education.

Now, how may we secure that growth of mind and soul which is the only satisfactory issue of training? I believe that that result must be secured by a constant attention to what is after all the very first principle in education, in all teaching; namely, to be sure that, when you get an impression, you get also the means of expression, that also, when you make an observation all by yourself, that you tell somebody what you have seen. Now, that is almost the first instinct of a child. All your parents know that, when the little child has seen something that delights it, its very first instinct is to ask for your sympathy. The child wants to tell the father, or the mother, or the brother or the sister what it has seen, or what it has done—profound lesson of the true education. If you acquire something by observation through the lesson of your teacher, make sure that you give that out. It will grow wonderfully in the giving out, and the perfect impression on your mind will not be attained until you have given to it expression. Therefore, that education which is symbolized by the pumping into a bucket, or into a tub, or into a tank is the wrong kind of education. The educated person, no matter whether eighteen years old, or twenty-four years old, or twenty-six years old, should not be a pitcher or tank, but a pump which both sucks and throws out.

The steam fire engine is the right symbol of an educated mind. With one motion of the piston it sucks,

with the other it throws out; and that is the sort of a mind that works effectually upon itself, and on the community, helping the community throughout life. It is wonderful how small a mind originally, if it works through life in that way, can develop a great power.

An old lady stood looking for the first time in her life at a steam fire engine pumping in the city of Portland, and she said, "Gracious, I never expected to see such a lot of water coming out of so small a place." Now, don't be discouraged if your mind seems to you at eighteen a small place. Go on absorbing all impressions, reading, listening to good speaking, going to a good theater, taking every means of absorbing into your minds, but also take every opportunity of giving out what you have taken in. So you will find as life goes on that your minds will steadily expand, gain power and become more and more useful at the very stage of life to be of use to your country. Then I hope you will all remember to pay the debt of gratitude you owe to the city of Boston for the education it gave you. The best return you can make to the city is to lead honorable, useful, upright lives.

"Out-Door Nature Study."

The Woman's Playground Association sent out to the children of Maryland a list of twenty questions, of which the following half dozen are samples. In view of the ignorance displayed on the part of the children in the effort to answer the questions, the Association demands that out door nature-study be added to the course of study in the public schools:

- * (1) Why has a cat whiskers?
- (2) Do robins and chickens walk alike?
- (3) Why does a rabbit wobble its nose?
- (4) How many times does a crow fold its wings after alighting?
- (5) Do rabbits run?
- (6) Do pigs grunt as an expression of pain or pleasure?

To these questions, Tom McBeath, of the School Exponent submits the following answers:

- (1) Why has a cat whiskers?

(a) Because kittens have; (b) because it takes the whiskers to complete the cat; (c) because it can't shave; (d) the cat *has* whiskers for the very good reason that the members of the Baltimore Woman's Playground Association do not have them—it is built that way.

- (2) Do robins and chickens walk alike?

Why, certainly. Robins walk alike, don't they? Chickens also walk alike, don't they? Then it stands to reason they both walk alike. This is a sample of how beautifully logic correlates with "out-door nature study."

- (3) Why does a rabbit wobble its nose?

That's "dead easy." A rabbit wobbles its nose because the time has come in the general scheme of things when some wobbling has to be done, and it is a physical impossibility for the nose to wobble the rabbit.

- (4) How many times does a crow fold its wings after alighting?

Just one time more than it unfolds them. On the literal accuracy of that answer, we will stake our reputation as an ornithologist and a mathematician.

- (5) Do rabbits run?

This question should be solved by the scientific, or laboratory method. To determine satisfactorily whether or not rabbits run, just sic a dog on one, and "record your observations."

- (6) Do pigs grunt as an expression of pain or pleasure?

Why, to be sure they do! Does the Woman's Playground Association think that the genuine pig grunts for nothing—like the two-legged variety?

To help the cause of outdoor nature-study "along the same lines," the Exponent offers a list from which the following are taken:

- (1) Why are deaf cats white?
- (2) Is the bray of a donkey an act of malice, or only of humor?
- (3) Do corn-stalks always take aim before they shoot?
- (4) Does a dog chase his tail for "busy-work," or because there is a flea on it?
- (5) Why does a tree's bark come on the outside and a dog's bark come from the inside?
- (6) When the trees leave in the spring, why are there any left?
- (7) Why will people persist in putting "fool questions" to children and expect sensible answers?

Does Teaching Narrow?

BY ONE OF YOU.

(With notes by the Editor of the Journal.)

Yes, of course it does; so does every other kind of labor. The physician is narrowed by his work, the lawyer by his, the farmer and the shoemaker by theirs. But as a knife must be ground to a certain fineness of edge to do its best work, so the man, whatever his trade or profession, must be narrowed to a certain fineness of edge if his work is to be of the best. But there is a danger line. Grind a bit finer, the edge of the knife curves and breaks, and the second state of that knife is worse than the first. So the workman, narrowed beyond a certain point, becomes simply a blundering artisan, and nothing more.

It is not the narrowing of one's self, therefore, but the over-narrowing that the teacher should strive to prevent.

The influence which narrows the teacher beyond the danger line is the lifting into too great prominence the petty details of school-keeping and class instruction.

I jot down here some happenings that came under my observation in journeys undertaken at odd times in a land made famous by Charles Dickens — the land of Borrioboola-gha. Dickens, as all story writers and poets are apt to be, is not quite correct in his geography. He says that the land is situated on the left bank of the Niger. But the fact is, it is on both banks of this noted river.*

It is half-past nine as I enter a school building in this land along the Niger. A boy is standing outside the door of one of the rooms. I ask the teacher, "Why is this boy standing here?" She

tells me that he is tardy, and that no pupil can enter the room if tardy unless *allowed* (with considerable emphasis on *allowed*). "Have you asked the boy why he is late?" "No, but that is my rule." I learned on inquiry that the boy had a widowed mother, and this morning she was sick and he was unable to get away from home as early as usual.

I enter another room and find the name of a boy written on the black-board. I ask, "What has this boy done?" "He was late this morning." I found he was a poor boy, fatherless, and obliged to work both before and after school; this morning his employer detained him a trifle longer than he should.

In an entry I find a young girl crying. She was the only mother in the home; one of the little flock was sick, and before she could come to school she must find some good neighbor to take care of her until she returned. "But why do you cry?" I asked. "I am afraid the teacher will scold me; for she is trying not to have any one absent or tardy during the week so that we can be the banner room."

There are schools in Borrioboola-gha where a book is passed from room to room each half day and the number present and absent is recorded. To my inquiry of one principal, "Why take the record so frequently?" I was told, with a smile, apparently at so silly a question, that that is the only correct way. When I ventured, "Why keep so accurate an account of the attendance?" I was told that it is required by the rule and statute; and, further, he said that the figures of each school are printed in a report, which can be read by all men, and is to be handed

*And of several American rivers.

down to future generations. "And I desire my school," he added, "to stand as high, if not higher than any other. Last year, by dint of much exertion and the loyal efforts of my teachers,* and the frequent visits of the truant officers to the homes of the absent pupils, my school had an attendance of 96 per cent—a higher per cent than that of any other. "And what were those 'loyal efforts' that your teachers made?" I asked. "Well, we have a good truant officer who is willing to go for the absentees and not complain to the superintendent; and if the child cannot come *all* the forenoon or afternoon, he is persuaded to come at least an hour; and we have every lesson not recited made up after school. It tries the teacher, to be sure, and often irritates the child, but it keeps up the per cent.

I was told that a funeral had been put off that the per cent of attendance might be lifted to a record-breaking point.

They make a great deal of grading in Borrioboola-gha. In every study a certain per cent of written questions must be answered before the child is promoted. The boys and girls go to school in parts; here were boys in one school, with intelligent faces and seventeen years of age, who had not yet entered upon the secondary stage of their school work. I was told that these boys were very dull in grammar and arithmetic. "They could get a good per cent in every other study—reading, drawing, etc., but in etymology and reckoning they were much behindhand. When I asked the master what he would have done with Gibbon, who could not comprehend

the first proposition in Euclid, or with Emerson, who was a "hopeless blunderer" at figures, not having even the multiplication table perfectly at his command, he said not a word—evidently deeming the remark not quite respectful.†

In another school that I visited in this land of Borrioboola-gha, a little girl of twelve summers came to the principal's room to see why she had not been promoted. The principal received her kindly; then looking at a book filled with much writing and many figures, he answered, "your average was not high enough to permit you to be promoted." "But," said the little one, "I am as good a scholar as Jimmie Smith, and he was promoted." "Let us see," kindly remarked the master. "Jimmie had an average of 58 per cent and yours was only 49 per cent. Now, my little girl, is it not better that you go over the ground again and at the end of the year get 75 per cent, than to be promoted, and at the end of the year get only 49 per cent again?" The child was helpless before such profound reasoning, and went away sorrowing.

Another cause of much of the over-narrowing of the teacher is the petty methods used and the personal motives governing him in the discipline of his school.

One day in my visit to the schools of Borrioboola-gha, I saw a boy standing at the door of the master's room. He seemed a boy too fair of look for punishment, I spoke the

†Chatterton, who died at the age of eighteen, one of the most brilliant literary men in Europe, was sent home from school, when a boy, with a report from the teacher that he was a hopeless dullard. Have you heard William Hawley Smith's lecture on "Born Short?" He makes a strong case in support of the thesis that most people are so lacking in native ability to master certain subjects, that it is not worth while to try to impart a "symmetrical, all-round development."

*The little two-by-four type of principal always says "My" teachers.

thought aloud. "He is standing here because he left his room during the session," replied the master. "And may it not have been necessary?" I said. "I do not know; I have a rule that any boy that leaves the room, whatever the reason, must stand a half hour afterschool at my door. The old saying is, you know, that for the good of the whole, the innocent must sometimes suffer with the guilty." Yes, and what more tyrannical than an old adage, I thought.

Another day I heard blows in a dressing room. The teacher came out excited. I asked her what the boy had done. "He lied to me," she said. "And will he be less likely to lie now?" I asked. "He will be less likely to lie to me." And I saw four very black horizontal lines under the "me." In this same school I saw what was called a "Corporal Punishment" blank; on it was recorded the name of the boy punished, etc. Under amount, I read: "Less than he deserved." What savagery is there still in the breasts of those who would train the young!

The undue attention paid to the little things in teaching is another influence often narrowing the teacher beyond the danger line.

In this land of Borrioboola-gha is a celebrated university and also a distinguished institution called a Normal school. Into this institution went one day an instructor from the university. "What is a fraction?" he asked of a student. "It is one or more of the equal parts of a unit," came the answer. "Pooh!" said the instructor from the university, "it is only another way of expressing divis-

ion."* On the platform of a celebrated school sat one day my "good professor." The principal was giving his class a talk upon the illogical use of words. He laid particular stress on the expression, I don't think. "Do not say," he said, "'I do not think so;' but 'I think it is not so.' It should not be, 'I do not think I shall go,' but 'I think I shall not go.'" "And," said my good professor, with his gentle sniff and pleasant smile, "the principal unconsciously violated his own instructions no less than four times during his twenty minutes' talk, by saying, 'I don't think.'" In my runs through the schools of this city on the Niger, I came across many very affable gentlemen—principals of these schools. In one I was shown through the classrooms—all orderly and the children busy at work. In one he wished me to see how well they had been instructed in the beginnings of grammar under his supervision; he began by asking "What is a sentence?" It was promptly answered, in the words of the text-book. "Then came, 'What is the subject of a sentence?' Then, 'What is the predicate of a sentence?' The questions were promptly answered again in the words of the book. Then the principal went to the board and wrote, *Birds fly*, and placed a line between *birds* and *fly*. "Now, said he, 'What

*High school teachers in Wisconsin will remember, a few months ago when they met in convention, at considerable expense, some of them having traveled hundreds of miles to the meeting, and listened to a fifty-minute address on "Algebra in the High School," by an eminent professor. He made three points, all of equal importance. One (which consumed twenty of the fifty minutes) was a detailed and somewhat dramatic account of how the Professor had taken to task a state examiner who had asked the candidates to show that A^2 is equal to 1, and a criticism of text-books for leading the student to think that A^2 can be proved equal to one. After "shelling the woods" with a few questions to develop his position, the audience discovered that the Professor's point was this: $A^2=1$ is a mere matter of convention, hence cannot be "proved."

is the subject?" Then, "What is the predicate?"

Other sentences were treated the same way. The answers came promptly, almost heatedly, and they were always correct; it was an interesting exhibition of a certain kind of knowledge. I asked the principal the privilege of writing a sentence—a request that he courteously granted. I wrote: Under the hill there lived a man; and drew a line between *under* and *the*. "Now," said I, "What is the subject?" *Under* was the eager reply. "What is the predicate?" The class hovered between *the* and *hill*.

In Borriaboola-gha, the principals meet once a month to talk and then to eat at a famous hostelry. On one of these occasions the question was concerning the teaching of grammar. One of the principals objected to the text-book then in use, as being "too small." "We want more rules," he said. "Not enough space is given to syntax." "Those kind of apples are sour," he had heard a farmer say. This man with a hoe did not know that a singular noun requires a singular adjective and a singular verb. "And then," he said, "there is another rule that, singularly enough, has escaped the attention of the author of the grammar now in use: that two negatives make an affirmative." Yes, I thought, but an English lexicographer of no mean distinction defends the one, and no man unlearned in the sophistries of the schools believes the other. I have since learned that in this land along the Niger the children can now roam over the verdant fields and flowery meadows of a much larger grammar.

One of the principal influences nar-

rowing the teacher is the use made of arithmetic. It is so handy an instrument with which to keep children busy; it so easily lends itself to examination tests. So the teacher insists upon accuracy, and drills and drills to get it, and gets it not. Who ever knew a normal mind, a great one, which in childhood loved order, exactness, precision.

To a thoughtful mind it would seem that, the fundamental processes thoroughly learned, the rest of the arithmetic might be considered as illustrations of a few propositions—so few that they could be counted on the fingers of one hand. But the arithmetics in this land of Borriaboola-gha are sliced like a melon (not so juicy, though) and the child is drilled and drilled upon these parts until he ceases to reckon—only learns definitions and memorizes processes. When, however, I talk in this way to some old experienced principal, I am met with the reply: "Try your theory, then examine and see what you will get." And I am silent. I cannot contend successfully with the school-master's lamp of experience or his examination lantern.

But the experience of Matthew Arnold always comes to my mind when thus met. In one of his Government reports he speaks of giving some questions to a class in a French *lycée* and taking the answers with him across the Rhine for comparison. When he asked the privilege of giving the same questions to a corresponding grade in one of the German schools, he met with a refusal. The teacher said he was not willing that his teaching should be measured with such a test. And to Matthew Arnold the

refusal was an illustration of the superior method of German training.

The remedy for the too great narrowing of the teacher is not far away. I can put it in a sentence. It is this: *Think everything of the child, nothing of yourself; everything of the child, nothing of the machine.* — Popular Educator.

Elbert Hubbard and The Roycroft Shop, II.

S. Y. G.

The little town of East Aurora, N. Y., seventeen miles from Buffalo, is to-day one of the most widely known villages in America. Its fame is based on the Roycroft Shop, which is a place where fine books and other things are made, not by machinery, and not by experts except in so far as the workers have become expert by practice under a system which is unique. Of the two hundred and eighty people working in the shop most are young men and women from the village and surrounding farms who have simply been given a chance to develop whatever talent for doing each possessed. It is not a school, nor a factory, nor a benevolent or reformatory institution, nor a co-operative colony, and yet it embraces the best features of all these.

Two fine stone buildings three stories high, of beautiful architectural design, planned and constructed entirely by the "Roycrofters" themselves, and a commodious wooden structure, attest the material prosperity and growth of half a dozen years. The spirit of joy in their work which one sees in those employed proclaims the Shop a successful educational experiment. Those occupying the positions known in other establishments as foremen are called

teachers, and this is not a mere distinction in nomenclature. When a boy or girl discovers a liking for some kind of work he is encouraged to do that thing and to put his best effort into the doing of it. Hand work is exalted, and the day's program provides leisure periods for intellectual and aesthetic improvement. Locks and keys, espionage, and regulations of the "don't" order are superseded by the spirit of freedom and the inspiration to *do*.

Some work at making things in wood—tables and chairs mostly, a few work in iron, but most are engaged in making books. The institution pays as a business enterprise; and it gives employment, inspiration and an opportunity to rise, to hundreds of youth who are being educated there under a most wholesome regime of freedom and self direction.

Of course it must be conceded that Mr. Hubbard's personality is the chief factor in the success of this wonderful plant, but what he is doing is an object lesson to the employers of labor everywhere, and stands prominent among the present day educational forces that are worthy of study. Mr. Hubbard's account of the Roycrofters and their work is a lecture exceptionally suitable for teachers' associations.

Here are a few things from Hubbard's writings that show his characteristic style:

The author who has not made warm friends and then lost them in an hour by writing things that did not agree with the preconceived ideas of those friends, has either not written well or not been read. Every preacher who preaches ably has two doors to his church: one where he attracts people in and the other

through which he preaches them out. Still there is recompense in the thought that people who walk out with unnecessary clatter often are found after many moons again tip-toeing in. Yet I do not see how any man, though he be divine, could hope, or expect, to have as many as twelve disciples for three years and not be denied, doubted and betrayed. If you have thoughts and speak them frankly, Golgotha for you is not far away.

* * * *

The better a man can elocute, the more cases he loses before the jury. And he who rolls his r's and gesticulates in curves before the judge, is lost—at least his motions are.

This is as it should be. Edward Everett, of Harvard, was a man of the highest culture—so-called. With it all he posed, spoke in guttural, pointed his index finger, showed the whites of his eyes and claspings his hands roared so that he did often fright the ladies. He knew all about semi-tonics, slides, aspirates, orotunds and head tones. Once he was "the speaker of the day" at the battlefield of Gettysburg; it took him two hours to deliver the speech he had memorized. A man named Lincoln followed him and spoke for just thirteen minutes, beginning with marked hesitation and embarrassment. Everett's speech was forgotten the day it was delivered, but Lincoln's is deathless. And so it is not art but heart that wins the wide world over.

* * * *

Hoodlumism betokens the vacant mind and idle hands. The boy may have glimmering desires to do something useful and be somebody, but he lacks direction—there is none to take lead. He craves excitement, and as the railroad station is the busy center he gravitates there "to see the train come in."

He gets acquainted with the tramps who hang around the water tank and pumping engine room.

Soon he times the Way Freight and curries favor with the conductor and brakeman by helping unload boxes, bales and barrels. He learns to climb

over freight cars, to set the brake, to board a train in motion.

He is allowed to ride up the road to the next station. He gets off there, and while waiting for a train to take him back, goes over to a farm house and strikes the farmer's wife for a hand-me out, as he has seen the tramps do. He gets it.

And lo! it is an epoch in his life—he has learned that he can travel free, and get food without work. At heart he is a tramp and a criminal—he takes something without thought of giving an equivalent.

The next move is by hook, crook and stealth to take the thing without going through the formality of asking for it. If the farmer's wife refuses the food, why just locate the chickens that roost in the trees, and at night go get them. "The world owes every man a living."

In the commodity of manhood, the villages supply the best and worst. Those with ambition and aspiration seek a field where their powers can find play; the rest for the most part hang upon the fringe of hoodlumism.

Governor Rollins, of New Hampshire, has recently lamented the absence of religion in our rural communities—he says, "the country towns are drifting into savagery and hoodlumism for the lack of religion." Governor Rollins has mental strabismus or he would know that excitation of the emotional nature is no cure for the disease which he specifies.

Every hoodlum in East Aurora "comes to Jesus" every winter. When there is more excitement at the Baptist church than there is at the railroad station, the Baptist church catches him. And when for a few weeks his emotions are played upon he swings off so far in one direction that when he comes back, as back he must, the momentum carries him a long way to t'other side.

The cure for hoodlumism is manual training, and an industrial condition that will give the boy or girl work,—congenial work—a fair wage, and a share in the honor of making things. Salvation lies in the Froebel methods carried into manhood. You encourage the man in well doing by taking

the things he makes, the product of hand and brain, and pay him for them, supply a practical, worthy ideal and your hoodlum spirit is gone, and gone forever. You have awakened the man to a higher life—the life of art and usefulness—you have bound him to his race and made him brother to his kind. The world is larger for him—he is doing something—doing something useful; making things that people want.

All success consists in this: you are doing something for somebody—benefiting humanity; and the feeling of success comes from the consciousness of this

Interest a person in useful employment and you are transforming Chaos into Cosmos. Blessed is the man who has found his work.

Teachers' Wages Again.

E. R. Morrison, of Buffalo, writes to the School Journal that he once thought the public would recognize the value of the teacher's work and pay for it accordingly, but that he has found this a delusion. He gives the following illustration of the discrepancy between the American citizen's estimate of the importance of his child's soul and his own stomach:

In a certain school there was, seven years ago, a black girl; she learned to read and write and was well brought up by her mother, her father being unknown. To-day she receives \$60 per month, as a cook. Being very skillful, I suppose she is worth it.

In that same school there was a white girl who is now a teacher; she is refined and well-educated; she had to be aided by influential friends to get a place as teacher at \$40 per month. I believe that if the city employed cooks it would pay them \$60 per month or over.

The New York Journal, under the caption "How kind we are to teachers," gives an account of a case in point in the discussion of this subject:

An old school teacher recently died.

She had devoted her life to educating the children of other women.

Other girls got married, but she went on teaching. All through the school year she devoted her energies, her intelligence and her nervous system to making the next generation better. She got just enough to live on, and out of what she needed to live she managed to save something to help those worse off than she.

Death came in due time and found her ready. She had begun the world with nothing. She had worked all her life for others, and she left the world with nothing—not even enough to pay for a cheap grave and a cheap coffin.

There is a rule which makes it necessary to bury all animals that die, including teachers, and under this rule she was to be buried at the expense of an appreciative public, in Potter's Field. The Department of Education stepped in and the superintendent announced that this should not be. It was necessary to prove that the public school-teacher enjoys the respect, gratitude and admiration of the public. Therefore, whatever the cost, a separate burial should be arranged for this lady. It was arranged accordingly, and the Potter's field was cheated.

We should all be grateful for this, of course, and we are grateful. But while we are thankful that a life's devotion to childhood insures even now a luxurious final resting place in a cheap, private grave, let us hope that even a better time will come.

Let us hope that, some time or other, a woman who educates the sons of a thousand mothers will be respected as we now respect the general who kills the sons of a hundred thousand mothers.

Let us hope that the time will come when the woman who uses her brains for the benefit of humanity will be as well paid as the girl who uses her legs for the benefit of the ballet.

One of the most effective and practical ways in which to secure better pay for teachers is to agitate through teachers' associations and set the people to figuring on what constitutes

a living wage. [See February Teacher, page 214.] But this will not be done while the men control the associations, state and national, and the women pay the expense of running them. The men who run the associations are, as a rule, paid fairly comfortable salaries; they hold them in many cases through the good will of politicians, who in turn fear the corporations and other tax dodgers. A short time ago Mr. Winship, of Boston, pointed out this need of leadership among the women teachers. Speaking to the Chicago Federation of Women Teachers, he said:

Inactivity does not breed vigor in professional or public life any more than it does in an arm that is carried in a sling. Traditions, prejudices, and practices have sadly promoted inactivity in school women. If women teachers are to be leaders, if boys are to understand that their women teachers are capable of leadership, then they must lead in the same arena as men. They must lead among men and not among women.

The men will not intentionally and gracefully welcome women to rank with them in leadership. The public has seen jackets and trousers planning and directing, bossing and drawing the large salaries so long that the presumption is that jackets and trousers are entitled to these luxuries, and the burden of proof that it is not so is with the women, and this is no easy proposition.

* * *

With the twentieth century there will also be adequate salaries, especially for women teachers. I say adequate and not merely higher salaries. Massachusetts ranks high in the matter of salaries. Practically she leads the procession of states in this regard, and yet outside of Boston, and five cities and towns near by, she pays the women teachers less than \$1.75 a day by the year. In most of these communities a nurse gets \$3.00 a day and board, a dressmaker re-

ceives the same, and the woman who scrubs floors or does the washing gets \$1.50. The woman teacher cannot occupy the position which is indispensable to her leadership of children on about half the wages of the dressmaker and nurse.

At least one-third of the teachers in Massachusetts, despite her leadership in salaries, receive only \$1.00 a day, by the year! State Superintendent N. C. Schaeffer, of Pennsylvania, recently called attention to the fact that in that state there were several counties in which the teachers are paid less on the average than the county spends for each of its paupers.

No less important than the adequate salary is some pension plan that makes provision for whoever cannot longer do the work in the schoolroom.

Woman, who has suffered most from want of social recognition, from inadequate salary, from lack of a pension plan, is likely to furnish the leaders in the revolution that will bring her all this. In any revolution those who suffer most produce the leaders. It is Jacob Riis, who suffered unspeakable anxiety from lack of opportunity and means, that is leading New York city out of the slums into breathing places and recreation piers. It is Booker T. Washington, born in a floorless cabin and toiling a friendless negro in a mine, who leads his race to higher thinking and better living. So it is likely to be women who will lead the woman teacher into the recognition, the pecuniary returns, and the provision for age and infirmities, without which life cannot be satisfactory.

Woman's recognition will come when she achieves something worth while. Who of Chicago educators has had the most invitations to speak before large audiences from the Atlantic to the Missouri during the past four months? It is not President Harper, the prince recipient of royal gifts, nor Professor John Dewey, the ingenious psychological pedagog, nor Arnold Tompkins, the ethical artist among educators, nor Colonel Parker, the most regal of educational enthusiasts, but rather Margaret Haley and Catherine Goggin, whose achieve-

ments fascinate the world. When two grade teachers stepped forth from their classes, with the writ of mandamus, they became leaders worthy of a place beside the noblest of the land.

Some Phases of English.*

A tow-headed youngster of Teutonic ancestry, explaining the tragic outcome of the duel between Eugene Field's gingham dog and calico cat, remarked that they "ate themselves up." The same child parting from a schoolmate to whom he was attached, sighed with native ardor, "When shall we see ourselves again?"

The schoolmate, recounting a personal experience said, "we stood up in the morning, and pulled ourselves on," (meaning "put on our clothes"); "at night we pulled our shoes out," as though the process might have been a painful one.

At another time he related with glowing eyes that at a home function he was permitted to wear an "up-stand collar." A group of pupils of the same grade, attempting to explain that they were to be photographed, designated the process as being "taken off" thus arousing a fruitless hope in the heart of their unsophisticated teacher. An upper grade pupil of like nationality and of unfortunate environment, being asked to use a synonym for the word "opening," wrote "My father will have a grand orifice at our saloon next Sunday." His younger brother, a child of fertile imagination was greatly interested in "Seein' Things at Night." On being questioned he said, "When it's dark I see things below the bed," but with an air of bravado, "what do I give a care."

The humor of the situation saves the teacher from despair, save when the results of her work in English are put in contrast with those of English speaking districts.

MABEL HOTCHKISS.

Milwaukee, Wis.

*That is, Milwaukee English.—Editor.

Curiosities and Quips

[Webster defines a curiosity as "that which is fitted to excite or reward attention." There is a legitimate place for quaint and curious lore in the education of the young. A wise use of the matter which will appear in this department will prove altogether wholesome though part of it may at first seem unrelated to any systematic body of knowledge.]

He Needed Exercise.

A pair of rubber boots she wore,
Her face was all aglow,
As from the path beside her door
She shoveled off the snow.

She ceased not when I reached her side,
But labored with a will,
And, though her arms were slender, plied
The implement with skill.

"Your husband, ma'am, I wish to see,
About some business,"
I said to her. She said to me,
"You'll find him in, I guess.

"Just go right in, you needn't ring.
At present, I surmise,
He's at his 'health-lift' practicing
Upstairs for exercise!"

—Mind and Body.

Affectionate Solitude.

Mrs. Jones—Are you aware, Mrs. Skinbone, that your dog has bitten my little Willie?

Mrs. Skinbone—What, your Willie, who has just gotten over scarlet fever? Oh, Mrs. Jones, if anything should happen to Fido I'd never forgive you.

"Mary whipped Henry with a withe," said the speaker, and thirty school teachers had to go to the dictionary to discover whether he pronounced the last three words correctly. Try it yourself and consult the International.

Ciphers and Decimal Points.

A certain ward school of Milwaukee is presided over by a small but exceedingly pompous and supercilious principal who takes special delight in showing off his alleged superior methods and making his teachers feel their vast inferiority. The other day he stepped into a room where the teacher was endeavoring to explain the value of the decimal point. The children did not respond enthusiastically. The principal took the recitation with his usual "I'll-show-you-how," air,



Readings and Recitations.



The Rhyme of the District School.

The small, square schoolhouse, with its sleeping shed,
With clapboards covered, always painted red,
Stood like Fame's temple that did overlook
The Hill of Knowledge in the spelling book.
'T was Learning's cheap and ever free abode,
And public, for it stood right in the road.
Its playground stretched, with many a guide-board sign,

From Massachusetts up to Derby Line.
Within, the teacher's throne stood at one end—
Two rows of desks on each side did ascend,
With seats in front for little victims, where
Their feet hung useless, dangling in the air.
A mighty stove 'way down the middle stood,
And roared all day with heaps of maple wood.

II.

This was the school of forty years ago;
We all remember it ourselves, you know.
Tho' we are boys yet, and we do but seem
Gray-headed patriarchs, walking in a dream.
Our hair is false! and, where the bald spots rise,

They do but show how thin is the disguise!

III.

Once more we see that troop of little girls,
With shining hair all innocent of curls,
Imprisoned close in little silken nets,
Barefooted, and with calico pantalets;
All wending schoolward on the summer's day,—

Now stopping to pick berries by the way,—
Now standing all a-row, with glances shy,
To "make their manners" to the passer-by.

IV.

The schoolma'am sits there, as of old she did,—

Her watch ticks loudly, in her bosom hid,
As, to the little pupil at her knee,
She points the letters out, from A to Z,
With that sharp penknife which she always had

To cut off children's ears when they are bad.

V.

Once more through open windows comes the tone

Of murmuring bees,—the harvest bug's long drone,—
The hammer's sound comes from the distant shop,—

The swallow's twitter in the chimney's top,—
And children read, with many a drowsy nod,
That "No man may put off the law of God."

VI.

What house could hold that crew of boisterous boys,

Whose sex and presence were made known by noise,

As of a winter morning they rushed in
With caps of fur, and dinner pails of tin;

With trousers' legs tied down with bits of twine;

With rosy cheeks that evermore did shine
With health's own luster; with the melting tracks

Of snowballs sticking still upon their backs;
And stood, in coats that their own mothers wove,

To thaw their aching fingers at the stove?

VII.

There stands a youngster, with a quivering lip,
Who was the "snapper" when they "snapped the whip,"

And whose short length end over end did go,
And stuck headforemost in a drift of snow.
Here stand the big boys, who for morning's play

Have taken a run a good half mile away,
And slid down hill,—there was no "coasting," then,—

And drawn their sleds with patience back again.

VIII.

Soon order came; each racked his little pate
O'er dire subtractions on his tiny slate;
And learned that maxim, dear to many men,
"When you are short, you always borrow ten."
Some playful wight, perchance, was doomed to sit

Between two girls, as retribution fit
For his great crimes; and so he learned, e'en then,

The truth that comes in time to all young men:

'T is more than twice as hard for Adam's son
To sit with two girls as to sit with one!

IX.

Behold that spelling class, with eager look,
With hands beside them, a finger in each book,—

No looking sideways, and no looking back,—
Heads up, and every toe upon the crack;
Ranged in a long line like soldiers as they stand,

Ready to bow and "eurechy" at command;
—The times have changed; boys still can make a bow,

But where's the girl can make a "eurechy" now?

X.

Now, here, to-night, before our school is done,
We'll read once more the "Fable Number One!"

"An old man found a rude boy in his tree,
A-stealing apples;" from which fact, we see
The scene is laid not in Vermont—no; but
Down in New Hampshire, or Connecticut.

"The old man desired him to come down with what he'd got;

But the young sauce-box told him plainly he would not."

XI.

Now every boy that we knew at our school
Always came down, and with his pockets full!
"O, won't you," said the old man; "then I will
fetch you down."
Who ever heard such language in a Vermont
town?
"So he pulled up some tufts of grass and
threw at him,
Which made the youngster laugh, up on the
limb.
'Well, well,' said the old man, 'if kind words
and grass won't do,'—
Just see how wicked this bad old man grew!—

XII.

"I'll try what virtue now there is in stones,
And pelted him heartily," maybe broke his
bones,—
"Which made the young chap hasten down
from the tree,
And beg the old man's pardon."—Now we see
This story is meant for children very small.
And is nothing but a fable, after all.
* * * * *
The moral of this tale bad boys have some-
times found:
"Always steal apples when the old man is n't
round."

—Norman Perkins in Success.

A Hundred Years Ago.

Men couldn't steam across the sea,
A hundred years ago.
And money wasn't all they thought
Worth having here below;
They had no elevators then
To hoist them through the air.
And yet they thought, the poor old guys
That they were wonderful and wise
And that the world was fair.
Men couldn't talk by telephone,
A hundred years ago;
They sowed and reaped and thrashed by hand,
And when the streams were low
They had to stop the mills and wait
For God's good rain to fall.
And yet they proudly went about
With heads held high and chests pushed out.
And thought they knew it all.
Their battleships were made of wood,
A hundred years ago.
Ah! oh, the weak old ways they had
For laying people low!
They had no lightning trains on which
To flit athwart the scene,
And yet those poor, benighted men
Supposed that things were perfect then—
Alas! but they were green!
Men had to load each time they shot,
A hundred years ago.
And then, alas! they had no gas
To flit things here below!
There were no trolley cars to dodge,
No horseless things to tame,
And yet, poor fools, they thought that they
Had all the blessings, in their day
That men might ever claim!
But they had pessimists around,
A hundred years ago.

Who mourned because their sons could ne'er
Obtain a proper show!
And they predicted dire things—
They thought the end was near:
They fancied that the devil then
Worked overtime in urging them
To start red havoc here.

—S. E. Kiser.

Seed of a Nation.

[The following from the pen of John Stone Pardee, has a lesson and a message for discerning readers only. Those who do not think will find nothing here.—Editor.]

Pharaoh speaks:

"So your name is Aaron,
and you should be Moses,
my grand aunt's Jew protegee;
I remember.

"It is monstrous,
preposterous, out of the question!
I wonder at my own forbearance
that calmly gives hearing
to your crazy appeal for your people.
"Why, sirrahs,

I should do them poor kindness
to set them adrift at this juncture,
untrained and dependent,
not fit for self-government,
prey for the first sturdy tribesmen
they met on the way to your Canaan,
your far-away, dim land of promise—
a priest and a shepherd to guide them.
Madness!

"No, no. I have care for my task folk.
I have marked out a policy for them,
and in course of, say, three generations,
—they can't even make decent brick now—
trained in habits of industry
and taught to be capable workmen,
I can't say of course what might happen.
"But now they are idle, rebellious,
I hardly can handle them.

And what would you do with such people
without the restraints I have need of?

"See that Numidian,
Sleek and contented?

Oh, I have good care for my people
and I know a good servant
and how to reward him.
He's a eunuch, in charge of my household.
Go preach content to your people
and give them good counsel
if you really would do them a service.
"I have spoken.

I might not again be so patient."

Well, the Hebrews set out for their Canaan
and Pharaoh proved not a bad prophet
altogether.

They murmured,
they provoked God to anger,
they vexed the meekness of Moses,
they rebelled every step of the way,
they sighed for the flesh pots of Egypt.
Not one of these pilgrims
who set out from Egypt—
Moses included—
ever reached Canaan.
Wandering, wandering,
toiling and fighting,
winning a battle

but gaining no foothold,
tediously marching
but getting no nearer,
adrift in the desert—
it was full forty years
of travels and quarrels
before the advanced guard crossed Jordan.
And then,
were they fit for self-government?
Hardly.

Dissension,
backsliding, captivity,
—because of their sin and idolatry—
slow, painful progress
that seemed to go backward—
it was not forty years but a thousand
they puddled around in the morass
or worse than Egyptian bondage.
And finally came to this climax—
that they slew the Holy One
who should have redeemed Israel.
Fit for self-government?
Evidently not.

But Pharaoh
—who perished at Red Sea crossing—
saw not his word's fulfillment.
And I mind me.

The Book
hasn't a word
of approval for Pharaoh.

The Song Which Lives

Of war and honor, love and death, they sang,
The bards who lived in far, heroic times;
They sought no quaint conceits or sounding
rhymes,
But life's great passions through their meas-
ures rang.

So Helen lives, and still we hear the clang
Of shield and spear beneath the walls of Troy;
We see Penelope her arts employ,
And feel poor Hero's utmost fear and pang.

But they who sing today—save he whose word
Measures our heartbeats, and whose pen is fire,
The "Friend of all the world"—what heart is
stirred

By their sweet strains, which gracefully ex-
pire?

Singers arise and with their lays depart—
The song which lives is written with the heart.

—NINETTE M. LOWATER.

Spartan Boys.

I'm very glad I did not live
In Sparta, years ago;
If Spartan boys had any fun
What 'twas, I'd like to know.

For boys were taken from their homes
And brought up by the state,
And all the people, old and young,
At public tables ate.

A Spartan boy could never have
A second piece of pie;
There was no chance for him to wink
And catch his mother's eye.

And if he ran away from school
With other boys for fun,
He could not creep to mother's side
And tell what he had done.

The bravest soldiers in the world
Those Spartan boys became,
For if a boy was ever hurt
To cry would be a shame.

A type of manhood and of strength
The Spartan has become;
But still I think I'd rather have
A mother and a home.
—From History in Rhymes and Jingle.

The Return.

He sought the old scenes with eager feet—
The scenes he had known as a boy:
"Oh! for a draft of those fountains sweet,
And a taste of that vanished joy."

He roamed the fields, he mused by the streams,
He threaded the paths and lanes;
On the hills he sought his youthful dreams,
In his woods to forget his pains.

Oh, sad, sad hills; oh, cold, cold hearth!
In sorrow he learned thy truth,—
One may go back to the place of his birth,—
He cannot go back to his youth.
—John Burroughs in The Independent.

Correspondence

Editor S. Y. Gillan:

In your little book, *Curiosities for the School Room*, there is a piece of Algebraic reasoning "to show that one equals two." Will you kindly explain wherein lies the error of the reasoning in that problem?

Minto, N. D.

J. P. R.

At one point in the series of equations occurs what is known as "the ambiguous equation" viz. $0=0$. Such an equation means nothing definite, and always vitiates any subsequent result that is derived from it.

A lady who looks on school work from the view point of a parent and ex-teacher writes to the editor concerning some questionable practices which are too common. She says:

My thirteen year-old boy is required to read so many stories that with the necessary school work he has scarcely time for manual work. Is it not sufficient for teachers to recommend stories like Cooper's tales for the leisure hours of those who have leisure?

A few good pieces of literature carefully read with reference to thought analysis, a critical interpretation of the meaning, are better than a wide reading of stories. At the age mentioned and for a few years later the reading of stories may easily become a species of dissipation of the most pernicious sort, even though the sto-

ries in themselves may be harmless. At that age a boy ought to be employed in some physical occupation at least half his waking hours, and in the other half, there is but small place for the artificial excitement of story books.

The same correspondent asks whether children should be taught to use the long division form in dividing by 7, 8, 9, 11, or 12. Yes, perhaps so, in schools for the feeble minded, or where the children are so debilitated by the inordinate reading of stories or other forms of dissipation that their brains have become "mushy." But for vigorous boys and girls, employed seven hours a day in wholesome physical exertion, twelve hours in eating and sleeping and five hours in intellectual work, there is no excuse for such a practice. Moreover, when we reach long division, if we would put a little more vigor into our teaching, our children in American schools could no doubt be trained to an equal mental grasp and strength to that of the German youth who are taught to do the work in this way:

$$\begin{array}{r} 2553 \\ 284 \overline{) 725190} \\ \underline{725190} \\ 1571 \\ \underline{1519} \\ 990 \\ \underline{138} \end{array}$$

In dividing 725190, by 284, the operation is as above indicated, the mental movement, thus: Twice 4 are eight, and *seven* are 15; twice 8 are 16, and one are 17 and *five* are 22; twice 2 are 4, and two are 6, and *one* are 7.

Five 4's are 20, and *one* are 21; five 8's are 40, and two are 42, and *five* are 47; five 2's are 10, and 4 are 14, and *one* are 15.

Five 4's are 20, and *nine* are 29; five 8's are 40, and 2 are 42, and *nine* are 51; five 2's are 10, and 5 are 15.

Three 4's are 12, and *eight* are 20; three 8's are 24, and 2 are 26, and *three* are 29; three 2's are 6, and 2 are 8, and *one* are 9.

When the word italicised, as above, is spoken or thought, the figure is written. There is no subtraction in the process anywhere. The quotient is written above the dividend; the number last written is the remainder.

For healthy, robust pupils, the method has some decided advantages; but it will never be popular with milk-and-water teachers or feeble minded pupils.

Please solve the following: A man bought some sheep for \$100. Had he bought 10 more at \$1 less each they would have cost \$140. Ogdensburg, Wis. C. S.

SUGGESTION: (1) Better make it bushels of clover seed or acres of land instead of sheep. (2) The word "they" is ambiguous; assuming that it refers not to the 10 but to the whole number which might have been bought for \$140, the following is the solution:

Let x equal the number bought, then $\frac{100}{x}$ is the price of one sheep, whence we get

$$(x + 10) \left(\frac{100}{x} - 1 \right) = 140.$$

$$100 + \frac{1000}{x} - x - 10 = 140.$$

$$\frac{1000}{x} - x = 40$$

$$x^2 + 50 = 1000$$

$$x^2 + 25 = \sqrt{1625} = 40.311$$

$$x = 15.311 = \text{No. of sheep.}$$

$$\frac{\$100}{15.311} = \$6.531 = \text{price of a sheep.}$$

$$\text{Proof: } \$6.531 \times 25.311 = \$139.995+.$$

A man bought some eggs for 12 cents. Had he bought two more for the same amount the price would have been one cent a dozen less, how many did he buy?

Solution: Let x = the number of eggs. Then

$$\frac{12x}{12} = \text{price of one dozen.}$$

$$\text{But at the supposed price,}$$

$$\frac{12x}{x+2} = \text{price of one dozen}$$

$$\text{Hence } \frac{12x}{12} = \frac{12x}{x+2} + 1$$

$$\frac{x+2}{x+2} = \frac{x}{x+2} + \frac{x}{x+2} + \frac{1}{x+2}$$

$$144x - 144x + 288 = x^2 + 2x$$

$$x^2 + 2x = 288$$

$$x + 1 = \sqrt{289} = 17$$

$$x = 16$$

The number of eggs was 16.

Please give a solution for the following:

A man owes a sum equal to $\frac{3}{4}$ of his yearly income. By saving $\frac{1}{10}$ of his income annually for 5 years he can pay his debt and have \$1260 left. What is his yearly income?

Nothing is said about interest, either on his savings or on his debt, hence the problem as stated is very simple, although it does not conform to ordinary business practice.

Let x = his income. Then $\frac{3x}{4}$ = his debt.

$$\frac{6x}{19} \times 5 - 1260 = \frac{3x}{4}$$

$$\frac{30}{19} - \frac{3x}{4} = 1260$$

$$120x - 57x = 19 \times 4 \times 1260$$

$$63x = 19 \times 4 \times 1260$$

$$x = 19 \times 4 \times 20 = 1520$$

$$\text{Yearly income} = \$1520$$

$$\text{Debt} = \$1140.$$

Editor Gillan:

I have been referred to you for a definition of a fraction. Is $\frac{16}{15}$ a fraction?

F. H. Flook.

Oxford, Wis.

Yes $\frac{16}{15}$ is a fraction. Here is a good rule to follow in matters of definition: When in doubt, or when text-books or teachers disagree, consult Webster's International.

The Clearing House.

TO SELL, BUY OR EXCHANGE.

[When you want to buy at a bargain or to sell a book or apparatus which you no longer need, write out your want, briefly stated, and for each insertion desired send as many cents as your notice contains words. This is merely a nominal rate for space and is open only to actual teachers and subscribers.]

FOR SALE—Encyclopedia Britannica, Americanized Edition. 12 volumes. Half morocco. Regular price, \$60. Now on sale at a bargain. For particulars address X, this office.

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WANTED TO BUY—Volumes of Proceedings of the N. E. A. State what years you have and we will quote price.—Wisconsin School Supply Co., Milwaukee.

The Bulletin.

Fifty thousand people spent their vacations in Colorado last summer. At least the railroads report that many tourist tickets sold.

Teachers should begin to plan for the great meeting of the National Educational Association to be held in Minneapolis, Minn., July 7 to 11.

When you try a new device and have found it to have practical value in the schoolroom, tell your fellow-teachers about it through the pages of the TEACHER.

Send for free sample of our report card, for common school or high school. Our song book is unexcelled; for a sample copy send five two-cent stamps.

If you expect to take a pleasure trip next vacation, send five cents to Geo. H. Daniels, Grand Central Station, New York, for a copy of the Four-Track News for March.

The City of Menomonie, Wis., has donated a beautiful \$5000 site for the new building of the county normal school there. Students have already begun enrolling for next year.

County superintendents in need of institute instructors of first-class ability should address this office. We know several men and women whose work is A 1 in every respect who have a few available dates still open.

One of the newspapers in Marshalltown, Iowa, asserts that vivisection is practiced in the biology classes in the high schools there, and calls on the humane society to investigate the matter despite the denial of the school board.

Mr. Harold Hamilton Gibson, for several years connected with the New York office of Messrs. Charles Scribner's Sons, has accepted an editorial position in the Educational Department of Messrs. Rand, McNally & Company of Chicago. Mr. Gibson will assist Mr. Grover in the preparation of the large number of new school books which this house has under way. He is a graduate of Dartmouth College, and brings a valuable experience to his new work.

The experiment of a Summer session under the direct management of the University authorities has proved a decided success at Cornell. The growing attendance for three years has shown that there is a demand among teachers for genuine summer work of university grade; and the ablest professors have shown an increasing willingness to forego a part of their vacation to do this work. Ac-

cording to the Cornell announcement for 1902, some fifty instructors offer over ninety courses, which cover a wide range of subjects. A number of professors have been called from other universities, among them being Professors Brigham, of Colgate; Howard, late of Leland Stanford, Jr.; Hale, of Union; and Klenze, of Chicago.

Mr. Frank D. Farr has been placed in charge of the Western office of Silver, Burdett & Co. in Chicago, the removal of Mr. Elmer E. Silver to Boston having left this vacancy in the Western field. Mr. Farr began school-book work with this firm, and was later connected for a short time with another firm. He is a graduate of the University of Vermont, and a successful school-book man. His many friends are pleased to hear of his promotion.

The Wabash has just placed orders for more than \$3,000,000 worth of eighty-pound steel rails. President Ramsey, of that road, says: "The finest roadbed in the world is not too good for us. The World's Fair is going to bring hundreds of thousands of people into St. Louis. We intend to make our record for carrying visitors to the Fair eclipse that made by us during the Pan-American Exposition at Buffalo."

North Dakota, says State Superintendent Devine, has about 2,500,000 acres of common school lands, worth at the minimum price fixed by law \$25,000,000. We have sold up to the present time about 230,000 acres. The total purchase price for the lands already sold is about \$3,700,000, yet we have hardly made a perceptible inroad upon this magnificent federal endowment. The boy is now in the schools of this state who will live to see the permanent school fund of North Dakota reach the enormous sum of \$30,000,000.

Did you ever know a person to carry a life insurance policy for ten years or more and then regret that he had made the investment? You never did. Such cases do not occur. Safe investments on the installment plan are well suited to the needs of those who have small but steady incomes. We call especial attention to the advertisement in this number of the Union Central Life Insurance Company. It insures women, and is one of the best companies. The editor of this journal has carried a policy in it for about 20 years, and regrets that he did not take it out for a much larger sum.

H. S. Youker, of Brodhead, one of the most successful and promising of the younger men in school work in Wisconsin, was recently elected to the superintendency of the schools in Monroe, a neighboring city, at a salary of \$1,500, an increase of about 40 per cent. over his present salary. Naturally, he desired to make the change; but the board at Brodhead refused to release him, although a host of other good men were ready to take his place. Cases of this kind illustrate the unwisdom of signing a cast-iron contract which empowers a board thus to stand in the way of one's promotion. As a

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rule, principals and other teachers hold by a tenure as fragile as glass, and are liable to be dropped any time on 30 days' notice or less. The rule should work both ways. Take away the opportunity of release to accept a much better place, and this handicap added to that of meagre salaries and uncertain tenure make a set of conditions which tend to deter the best men from looking toward teaching as a life work. To make the matter the more galling, the board at Brodhead offered Mr. Youker an increase of about 20 per cent. for next year's work. "Wait, horse, till the grass grows!"

State Supt. Harvey, of Wisconsin, announces a one week session of the school for institute instructors beginning March 31, at Madison. Last year's session was generally pronounced the best one of the three thus far held. There was more freedom, and less insistence on a uniform type in the presentation of exercises; not so much of the "here's your lesson, now get it"; some opportunity for discussion of such propositions as did not appeal to every one as self evident, or which a skeptical mind might not care to take *ex cathedra*. These are some of the characteristics of last year's session for which Superintendent Harvey was commended by most of those in attendance.

This is not a school for institute workers in general, but for those who expect to work in Wisconsin. It was hoped by many that it would grow into something broader, and attract members from a wide territory, but perhaps it is just as well on the whole that these

schools should cultivate the narrower field and be restricted by state lines; at any rate, the inevitable logic of controlling circumstances points that way. There are institutes, schools of instruction, and summer schools of methods for music teachers, for kindergartners, for the drawing teachers, science teachers, etc., almost or wholly national in their scope. Does the work of instruction in teachers' institutes present features that differentiate it sufficiently from other specialized branches of teaching to form a distinct body of knowledge and practice? If it does, then there is a field for a school of instruction having this in view, and presenting work equally valuable to all institute instructors whatever state they may hail from. Supt. Harvey would be an exceptionally able leader to organize such a special school, but the limitations under which the Wisconsin school of institute instruction exists will probably not admit of its expansion beyond the local field.

One of the most remarkable schools in the rapidity and solid character of its growth to be found any where in the Ferris Institute at Big Rapids, Michigan. It is not endowed and is not a state institution, but it far outranks many schools that have both these advantages.

The soul of any private school is the man at its head; and those who know W. N. Ferris are not surprised that his school now enrolls about 800 students. The courses presented are kept closely in touch with the practical side of life, and Mr. Ferris possesses in a marked degree the magnetic force of frank, earnest, sympathetic insight which attracts and imparts an uplift to students. For several years past the summer session of the Ferris Institute has drawn teachers in large numbers and over a wide field.



Who knows what they are fighting about in South America? In the Review of Reviews for March Edwin Emerson an American who served as a colonel under Gen. Uribe-Uribe gives a clear account of the war issues there.

Another edition of **THE WESTERN TEACHER SONG BOOK** is just from the press. Several favorite songs with notes have been added. The price remains the same, ten cents a copy, or \$1.00 a dozen. For special rates for first introduction write to S. Y. Gillan & Co., Milwaukee.

The Indiana Teachers' Reading Circle has adopted for next year "Systematic Methodology" by Andrew Thomas Smith, of the Mansfield Pennsylvania State Normal School, published by Silver, Burdett & Company. Indiana has one of the best organized reading circles in the country. Its excellent work is having a noticeable effect on the standard of teaching.

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An able article by Supt. R. G. Young, of Butte, Montana, on Truancy, has been published by State Superintendent Welch as an educational tract.

There is an unusual amount of interesting discussion of educational matters in the **World's Work** for March. A number of editorials touch upon educational topics.

Don't pay \$2.00 for a volume of proceedings of the N. E. A. That is the price you will pay if you send to the secretary, but send to this office and you can get the same thing for \$1.00—same price for the current volume or back volumes.

A very curious bi-literal cipher which has been discovered by Mrs. Gallup running through the first editions of Bacon's works, has excited wide interest in the literary world. This cipher consists of the use of two wrong-font letters at intervals, combinations of these two letters in groups of five constituting an alphabet. These repetitions of a wrong-font letter cannot have been matters of chance. Whether placed there by Lord Bacon or the printer, remains in doubt. If by the printer, they relate a wonderful romance—the story of Queen Elizabeth's marriage to the Earl of Leicester when both were confined in the

Tower prior to the Queen's accession; the birth of two sons, of whom Lord Bacon was the elder, the Earl of Essex the other. Lord Bacon considered himself the heir to the throne of England. The bi-literal cipher further tells that Queen Elizabeth condemned her own son, the Earl of Essex, to death. The *Cosmopolitan* for March contains an article by Prof. Garrett P. Serviss fully reviewing this remarkable romance—if it is concluded to have been inserted by the printer—or tragedy if inserted by Lord Bacon.

The lighter side of Washington life, the amusing happenings, the current gossip and bright sayings are found in a new department of the *Saturday Evening Post*, entitled *A Woman's Washington*. These bright letters are by the author of *The Diary of a New Congressman's Wife*.

If you have not been using monthly report cards try this mode of encouraging regular, prompt attendance and diligence in learning lessons. See the fac simile of our card on another page. It is unsurpassed for simplicity and effectiveness, and is printed on cardboard of first quality which will stand the wear to which report cards are necessarily subjected.

Gertrude Atherton is nothing if not bold to the point of daring in her writing. She has taken the career of Hamilton and thrown it into the form of a novel, which she calls *The Conqueror*: Being the True and Romantic Story of Alexander Hamilton. For the first time in American literature we are to have in a work of fiction practically the whole field of the great political characters of that day, and the women whose loves and intrigues played so important a part in Hamilton's career. Washington himself moves freely through the book, a man among men. The book will come out next week.—The Macmillan Company.

Three books that every teacher of geography should have are *Tracing and Sketching Lessons*, *Lessons in Mathematical Geography*, and *Supplementary Lessons in Geography*. The last is just from the press, and is No. 13 of Gillan's *Quarterly*, price 20 cents. The combined price of the three books is 70 cents. The three to one address 60 cents. Address office of THE WESTERN TEACHER, Milwaukee, Wis.

In the *Century* for March the following interesting papers on the West appear: *The Old Régime in the Southwest*, recounting the reign of the revolver in New Mexico, by A. E. Hyde; biographical articles on the late Bishop Whipple and James Jesse Strang, the Michigan usurper, and a paper by Bishop Fitzgerald of Tennessee giving his personal recollection of Vasquez, a California bandit.

Do you furnish the youngest pupils with seat work to keep them profitably busy? Many kindergarten exercises are suitable for primary pupils and can be profitably used even in country schools. "Folding squares" are a wholesome source of delight to the little ones, and a skilful teacher can use them so that they have a great educational value in teaching form, color, drawing and manual dexterity.

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A Summer of Saturdays, by C. W. Smith, is now published in complete form. It is a delightful piece of nature study and boy study which will be a valuable addition to the teacher's library. Price, paper, 40 cents; cloth, 65 cents. Published by S. Y. Gillan & Co., Milwaukee.

The article in the March JOURNAL on The Grove in Winter and in Summer was, as we surmised, written by Prof. Eastman. He contributed the little essay to the Young Citizen, a juvenile paper owned and edited by Mrs. Eastman. Although it is "all in the family," the selection should have been credited to the magazine as well as to the writer. The magazine is young both in fact and in name, but it is meeting with a cordial reception in schools and homes.

Do you remember the first problem in arithmetic that you solved? When you got the answer in the book without help or suggestion, it came as a revelation that you could do things without assistance. This gave courage and strength, and not only helped in your school work, but was a preparation for life. The principle of self-help is as sound in pedagogy as anywhere else; the habit cannot be inculcated too soon. The need of this age is for people who can do things without assistance, without questions, and without discussion, who can simply *do* things—who can "carry a message to Garcia." One great fault of the schools is that they are bringing up a generation of dependents. Many of our text-books are constructed on the theory that the teacher will show the pupil how a task is to be done and then help him do it. It is perhaps the

only method by which the average child can be forced through the curriculum laid down. But it is what the pupil learns to do for himself that counts for his intellectual development and for his success in life. Among the vast number of books with easy methods for children and most of the work done by the teachers, it is a pleasure to find a series founded on the principle of self-help. These are the New Education Readers by Demarest & Van Sickle, published by the American Book Company.

The authors do not lose sight of the simple, old-fashioned, fundamental fact that in the early stages of reading the pupil is engaged chiefly in the mastery of the mechanics of an art; he is learning to know words by sight. The necessary eye training is not left to be picked up merely in an incidental way, but is kept in the foreground by carefully planned exercises which keep up the review work, and which give him a knowledge of the elements of words so that he can master new words without help. To this end the phonic, the word, the synthetic, and the sentence methods are all employed in a way which holds the

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Books Received.

We will give the name, publisher and price (if reported to us) of every book that we receive. We will give notice or review of such as space and our judgment will permit. Some of the books in this list will be reviewed in subsequent issues. All volumes are cloth unless otherwise noted. A copy of any book in this list will be sent on receipt of the price.

Augsburg's Drawing Book I. 188 pp. 75 cents. Educational Publishing Co., Chicago.

A Primer of Work and Play, by Edith G. Alger. 128 pp. 30 cents. D. C. Heath & Co.

The Natural Elementary Geography, by Jacques W. Redway. 144 pp. 60 cents. American Book Company.

An Intermediate Arithmetic, by Ella M. Peirce. 256 pp. Silver, Burdett & Co.

Manual & Diagrams to Metcalf's Grammar, by C. L. Garrison. 167 pp. American Book Company.

Elements and Notation of Music, by Jas. M. McLaughlin. 124 pp. Ginn & Company.

Four American Inventors, by Frances M. Perry. 260 pp. Werner School Book Company.

Classic Myths, by Mary C. Judd. 204 pp. 35 cents. Rand, McNally & Co.

Four Old Greeks, by Jennie Hall. 221 pp. 35 cents. Rand, McNally & Co.

Cesar's Commentaries on the Gallic War, by Albert Harkness and Charles H. Forbes. Half leather, 12mo, 593 pages. \$1.25. American Book Company.

New Practical Arithmetic, by Eugene L. Dubbs. Boards. 440 pages. Price, 60 cents. American Book Company.

10 CENTS buys "A Field Key to Our Common Birds" classification based on color and size. Gives song, calls, haunts, and time of occurrence; based on Wisconsin birds. Distinctly a field key. Address: ADOLPH F. MEYER, Cedarburg, Wisconsin.

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